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ABSTRACT

This report describes the background, development, validation, and major components of the Standardized Assessment System (SAS). (The SAS is a multi-component system designed for use in evaluating a wide variety of experimental and demonstration youth programs initiated the Youth Employment and Demonstration Projects Act--YEDPA--of 1977.) Following a brief brief description of the workings of the system, the major components of the system (including instruments to measure participant characteristics and a psychometric battery designed to assess career decision making, awareness, and capability; self-image; work attitudes; job search capacity; and occupational sex stereotyping) and their rationale are discussed. The validation of SAS instruments under current demonstration projects is examined. Outlined next is the application of the measures, followed by an explanation of the basic analysis plan. Appended to the report are the following SAS instruments: the Individual Participant Profile; the Vocational Attitude Scale; a series of measures to assess job knowledge, job holding skills, job seeking skills, sex stereotypes of adult occupations, and self-esteem; the Work Relevant Attitudes Inventory; a program completion survey; and a program followup survey. Instructions for administering the instruments are included. (Related youth knowledge and development reports are available separately through ERIC--see note.) (MN)

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YOUTH KNOWLEDGE DEVELOPMENT REPORT 1.6

THE STANDARDIZED ASSESSMENT SYSTEM FOR YOUTH DEMONSTRATION PROJECTS

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U.S. Department of Labor
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Office of Youth Programs

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OVERVIEW

The Youth Employment and Demonstration Projects Act of 1977 authorized a range of research, evaluation and demonstration activities to increase understanding of the employment problems of youth and to help determine the most effective policies and programs to address these problems. In the preceding fifteen years, a massive array of research and demonstration activity had been undertaken for this same purpose. Under the War on Poverty and continuing under CETA, there had been thousands of innovative projects and tests of alternative approaches. While much had been learned from these efforts, it was the Congressional perception that there was no firm informational basis for public policy.

There are several reasons why more had not been learned. First, past demonstrations were rarely implemented in multiple sites with the varying conditions and large sample sizes needed to reliably capture the impacts of short-term interventions or to predict success in alternative settings. Second, the assessment procedures varied from one demonstration to the next in terms of measures of success, control or comparison group selection and the like. Third, the evaluations were too frequently limited in scope. Rarely was process and cost information integrated with rigorous statistical impact analysis. The projects funded by the Department of Labor put perhaps too much emphasis on economic outcomes and too little on the psychological and behavioral changes so important in understanding the youth experience. Studies by other agencies frequently ignored employment issues. Fourth, there was no system for tracking participants over the long run. Use of Social Security data to assess the impacts of youth programs foundered because of the lack of adequate mechanisms for identifying comparison groups for program participants and controlling for the many individual differences which prove important over time.

In view of the need for developing more precise knowledge on the effectiveness and impact of alternative youth program approaches, the Youth Employment and Demonstration Projects Act (YEDPA), was designed as a limited duration, experimental effort to enable the development of a knowledge base which would facilitate the design of new and improved national youth policies and programs.

YEDPA provided the Secretary of Labor with substantial discretionary flexibility in order to design the needed knowledge base as well as the resources to overcome some of the earlier shortcomings. Using these resources and flexibility, the Department initiated an array of demonstration projects testing alternative approaches and exploring key policy questions. Most of the demonstrations consisted of relatively standardized activities implemented in multiple sites. Insofar as possible, random assignment control group methodologies were employed in the research designs. Process and impact evaluations were built in from the outset for each of these demonstrations.

To realize the full potential of this structured array of demonstrations, it was necessary to develop a Standardized Assessment System so that the findings could be reasonably compared and contrasted across projects within and between the various demonstrations. The SAS which was developed and is analyzed in this volume was geared to:

(1) Provide a uniform data base across a wide variety of programs: Although the YEDPA demonstration projects are quite diverse in intents, most gather similar information in a standardized format and report the data on an individual rather than aggregate basis. The common data base is essential if generalizations are to be made about impact across sites and delivery agents, and to differentiate the impacts of specific elements in the service mix.

(2) Provide comprehensive information: The SAS was designed to provide comprehensive information about participant characteristics including psychometric variables to track in-program changes in attitudes and awarenesses, to describe the nature of services delivered and the setting, and to report on a range of possible outcomes in a consistent fashion.

(3) Further assess the usefulness of instruments: The SAS consisted of instruments that had been demonstrated to be both valid and reliable for disadvantaged populations similar to those served by YEDPA. It is expected that this common assessment battery will undergo some

revision as a result of the data to be collected during program evaluation. The determination of the measurement properties should thus yield a battery of appraisal and survey instruments that are (a) appropriate for providing descriptive information such as group norms; (b) sufficiently sensitive to measure the change resulting from program intervention; and (c) predictive of relevant outcomes, regardless of program interventions or any other competing causes for changes in scores over time.

(4) Address a variety of critical questions and issues regarding program effectiveness: Effectiveness may be defined as improvement along many work-related dimensions, including development of world-of-work competencies and attitudes, job attainment, job retention, and job performance. The effectiveness of each program sponsor will be assessed on these dimensions by comparing enrollees who experience a particular program approach to a comparable (control) group of nonenrollees, or to a group of enrollees who experience a different program approach.

(5) Provide a foundation for longer term assessment of impacts: The SAS provides detailed and standardized information about individuals, permitting refined statistical analysis necessary for construction of control groups as a baseline for long-term tracking. The longer the follow-up, the more important that the cohorts being compared are similar and that the interventions be closely defined. The data base created by SAS can be integrated with Social Security records over the long-term to determine if there are impacts on future employability beyond the short-term follow-ups built into the demonstration designs.

The formal evaluation paradigm assumes a common goal for all prime sponsors; namely, "to provide a broad range of coordinated employment and training programs for eligible youth in order to provide effectively for comprehensive employment and training services to improve their future employability and to explore and experiment with alternative methods for accomplishing such programs." Regardless of the delivery mode, services help to build job-related skills and job-related attitudes. The listing below presents the (pre- and post-program) measures of specific world-of-work competencies which are relevant to the various YEDPA programs.

	In-Program Evaluation Measures
Work-Related Skills	(Job-Knowledge Scale) (Job-Holding Skill Scale) (Job-Seeking Skill Scale)
Work-Related Attitudes	(Vocational Attitude Scale) (Work-Relevant Attitudes Scale) (Self-Esteem Scale) (Sex Stereotypes of Adult Occupations Scale)

The administration of these pre- and post-program measures to enrollees and comparable non-enrollees, or enrollees in alternative programs, provides a means for estimating short-term program effectiveness, or impact, in the relevant competency areas. The comprehensive common data base also permits the examination of program-related gains of designated subpopulations within, as well as across, programs.

Because such measurement is only a short-term assessment and a substitute, or "proxy", for more relevant distal or longer-term criteria, additional mandated information will be collected at program completion and also at three and eight month periods following program completion. A program completion survey will solicit feedback on the enrollee's perceptions of the program as well as his or her self-estimate with respect to variables that form the following dimensions: (a) work motivation, (b) social and community adjustment, (c) training program adjustment, and (d) vocational planning competency.

The above areas have been demonstrated empirically to be related to post-program on-the-job measures of satisfaction and performance for disadvantaged youth in work-training programs. The short-term indicators of gain (in the case of the standardized pre- and post-program measures battery), and the status assessment (as measured by the program-completion survey instrument and by work supervisor and counselor ratings) become relevant and important if they, in turn, predict the more pertinent post-program job attainment/job adjustment/job earnings experiences.

The behavioral outcomes following program participation are relevant to the goals of YEDPA, and instruments for measurement of these criteria have been demonstrated to be both internally consistent and predictive from the earlier short-term criteria. These post-program criterion dimensions consist of: (a) on the job success and satisfaction, (b) general social and vocational adjustment, (c) job-search motivation, (d) job-planning competency, and short range job success.

To evaluate fairly the effects of specific program activities or curricula on short-term and long-term criteria, both within and across programs, it is necessary to gather additional information on various program implementation processes, since programs differ in their objectives, budgets, duration of employment and training activities provided and in their curriculum content. Thus, for example, there is little expectation of finding a positive change in the perception of occupational sex stereotypes at a site which allocated neither time nor resources to this particular goal. Process surveys will supply the information necessary with regard to staffing, modes of delivery, service time and budgets allotted to the various service categories. The statistical analysis will make use of such information in attempting to determine why gains or program effects were or were not observed. Similarly, a fair program evaluation involving measures of job attainment and other criteria external to the program, must take into consideration relevant external conditions (e.g., the availability, in both kind and quality, of nonsubsidized jobs). Indices based on the local labor market conditions will, therefore, be used as both exploratory and control variables in the various evaluation models.

Because of the massive array of demonstration projects, it is also important that there be some standardized groundrules for the timing of the application of measures and follow-ups. Likewise, there is a need for a standardized analytical approach so that findings of disparate analyses are comparable. While each demonstration may have its own knowledge development objectives and special evaluation components to assess these objectives, there are certain analytical approaches which are a necessary baseline for all assessments. These standardized analytical approaches must be built in from the beginning of demonstration projects.

This volume and its appendices describes the elements of the Standardized Assessment System including the impact and process measurement batteries, the standard analytical approaches, as well as the procedures for application. It analyzes the background and accumulating evidence on the validity of these elements in this system. It presents the measures themselves (Appendix 1) as well as referencing the demonstration projects in which they are applied. (Appendix 2)

This volume is one of the products of the "knowledge development" effort implemented under the mandated of the Youth Employment and Demonstration Projects Act of 1977. The knowledge development effort consists of hundreds of separate research, evaluation and demonstration activities which will result in literally thousands of written products. The activities have been structured from the outset so that each is self-standing but also interrelated with a host of other activities. The framework is presented in A Knowledge Development Plan for the Youth Employment and Demonstration Projects Act of 1977, A Knowledge Development Plan for the Youth Initiatives Fiscal 1979 and Completing the Youth Agenda: A Plan for Knowledge Development, Dissemination and Application in Fiscal 1980.

Information is available or will be coming available from the various knowledge development activities to help resolve an almost limitless array of issues, but answers to policy questions will usually require integration and synthesis from a number of separate products, which, in turn, will depend on knowledge and availability of these products. A major shortcoming of past research, evaluation and demonstration activity has been the failure to organize and disseminate the products adequately to assure the full exploitation of the findings. The magnitude and structure of the youth knowledge development effort puts a premium on organization and dissemination.

As part of its knowledge development mandate, therefore, the Office of Youth Programs of the Department of Labor will organize, publish and disseminate the written products of all major research, evaluation and demonstration activities supported directly by or mounted in conjunction with the knowledge development effort. Some of the same products may also be published and disseminated through other channels, but they will be included in the structured series of Youth Knowledge Development Reports in order to facilitate access and integration.

The Youth Knowledge Development Reports, of which this is one, are divided into twelve broad categories:

1. Knowledge Development Framework: The products in this category are concerned with the structure of knowledge development activities, the assessment methodologies which are employed, validation of measurement instruments, the translation of knowledge into policy, and the strategy for disseminating findings.

2. Research on Youth Employment and Employability Development: The products in this category represent analyses of existing data, presentation of findings from new data sources, special studies of dimensions of youth labor market problems and policy analyses.

3. Program Evaluations: The products in this category include impact, process and benefit-cost evaluations of youth programs including the Summer Youth Employment Program, Job Corps, the Young Adult Conservation Corps, Youth Employment and Training Programs, Youth Community Conservation and Improvement Projects, and the Targeted Jobs Tax Credit.

4. Service and Participant Mix: The evaluations and demonstrations summarized in this category concern the matching of different types of youth with different service combinations. This involves experiments with work vs. work plus remediation vs. straight remediation as treatment options. It also includes attempts to mix disadvantaged and more affluent participants, as well as youth with older workers.

5. Education and Training Approaches: The products in this category present the findings of structured experiments to test the impact and effectiveness of various education and vocational training approaches including specific education methodologies for the disadvantaged, alternative education and advanced career training.

6. Pre-Employment and Transition Services: The products in this category present the findings of structured experiments to test the impact and effectiveness of school-to-work transition activities, vocational exploration, job-search assistance and other efforts to better prepare youth for labor market success.

7. Youth Work Experience: The products in this category address the organization of work activities, their output, productive roles for youth and the impacts of various employment approaches.

8. Implementation Issues: This category includes cross-cutting analyses of the practical lessons concerning "how-to-do-it." Issues such as learning curves, replication processes and programmatic "batting averages" will be addressed under this category, as well as the comparative advantages of alternative delivery agents.

9. Design and Organizational Alternatives: The products in this category represent assessments of demonstrations of alternative program and delivery arrangements such as consolidation, year-round preparation for summer programming, the use of incentives and multi-year tracking of individuals.

10. Special Needs Groups: The products in this category present findings on the special problems of and adaptations needed for significant segments including minorities, young mothers, troubled youth, Indochinese refugees and the handicaped.

11. Innovative Approaches: The products in this category present the findings of those activities designed to explore new approaches. The subjects covered include the Youth Incentive Entitlement Pilot Projects, private sector initiatives, the national youth service experiment, and energy initiatives in weatherization, low-head hydroelectric dam restoration, windpower and the like.

12. Institutional Linkages: The products in this category will include studies of institutional arrangements and linkages as well as assessments of demonstration activities to encourage such linkages with education, volunteer groups, drug abuse agencies and other youth serving agencies.

In each of these knowledge development categories there will be a range of discrete demonstration, research and evaluation activities, focused on different policy, program and analytical issues. For instance, all experimental demonstration projects have both process and impact evaluations, frequently undertaken by different evaluation agents. Findings will be published as they become available so that there will usually be a series of reports as evidence accumulates. To organize these products, each publication is classified in one of the twelve broad knowledge development categories, described in terms of the more specific issue, activity or cluster of activities to which it is addressed, with an identifier of the product and what it represents relative to other products in the demonstration. Hence, the multiple products under a knowledge development activity are closely interrelated and the activities in each broad cluster have significant interconnections.

This volume on the Standardized Assessment System has implications for most of the demonstration projects described in the other categories. All the products in the "knowledge development framework" category are closely related. In particular however, The Knowledge Development Agenda provides the conceptual underpinnings of the YEDPA research, evaluation and demonstration activities, suggesting the policy issues which will be addressed through the use of the SAS. Likewise, Knowledge Development Under the Youth Initiatives discusses the needs for such a standardized approach in order to avoid past problems.

The SAS is an ambitious undertaking. It was developed at a breakneck pace while implementing the massive array of demonstration projects under YEDPA. There will inevitably be problems in design and application. Yet standardized comprehensive information about hundreds of local projects and tens of thousands of participants and controls clearly offers unparalleled opportunity to improve our knowledge of youth employment problems and how they can be overcome.

Many individuals, particularly the staff of the Educational Testing Service, played a role in the development of this system. However, the individual who conceived, formulated and then implemented the SAS was Joseph Seiler, head of research and demonstration activity in the Office of Youth Programs during the first 2½ years of YEDPA. Bureaucrats tend to remain "faceless," but his accomplishment is clearly outstanding and deserving of recognition.

ROBERT TAGGART
Administrator
Office of Youth Programs

INTRODUCTION

The Office of Youth Programs "Knowledge Development Plans" for 1978 and 1979 included structured sets of questions toward which all research, demonstration and evaluation activities were to be directed. A major end purpose of that ambitious undertaking was to generate systematic and valid empirical evidence which would provide policy related answers to the complex and perplexing problems of continuous youth unemployment. As noted in the Overview statement of the report, "Completing the Youth Agenda: A Plan for Knowledge Development, Dissemination and Application for Fiscal 1980."

> "In fiscal 1978 and 1979, the major emphasis was placed on 'knowledge development' through a structured array of multisite demonstration projects, large scale evaluations and coordinated research efforts. The first year's goal was to assess alternative interventions and delivery approaches, focusing on the broad issues needed to legislate more effective youth programs. In the second year, emphasis shifted to more specific issues which needed to be addressed in the administration of improvement of youth programs, exploring the problems of significant segments of the youth population, assessing service components to determine how each could be improved, testing longer duration interventions, and promoting the integration of youth programs."

With these activities in place, the focus can appropriately shift to the critical tasks of evaluation synthesis, dissemination and diffusion of knowledge, and bridging of the gap between knowledge and policy/programmatic application.

One major evaluative undertaking is represented by the Standardized Assessment System (SAS) directed at determining the relative effectiveness of alternative program approaches. Through a variety of standardized pre-and post-instruments, process, social-psychological, and demographic data, SAS represents the potential for identifying that combination of individual, programmatic, and social structural variables which act to either enhance or block occupational, educational, and social mobility.

The SAS data base is national in character, representing approximately 40,000 young persons at 190 project sites. The size of the sample, the range of instrumentation, and the variations in program structure are unique and unmatched by previous efforts directed at evaluation of intervention strategies and the work/education dynamics of low income youth.

In the pages which follow, the reader is provided with an account of the origin and development of the instruments which are part of the Standardized Assessment System. Further, a detailed description of the experimental design and data analysis procedures to be utilized in this major evaluative undertaking is included. Finally, a listing of research and evaluative products are identified as examples of the kinds of decision tools which can be generated from SAS.

THE STANDARDIZED ASSESSMENT SYSTEM

In order to fulfill the requirement for evaluating a wide variety of experimental and demonstration youth programs initiated under YEDPA, a "common core" of measures was considered to be an essential feature of the knowledge development process. Only in that way could useful systematic comparisons be made between the individual project sites, within a given program, as well as between operationally different programs of differing study design. Constraints in the choice of measuring instruments and the implementation of a Standardized Assessment System (SAS) were necessarily imposed by program differences and by the characteristics of the youth population served under YEDPA. These constraints stem, primarily, from three sources:

> A diversity of goals - or, at least, differing program priorities assigned to specific training objectives. Some programs emphasize work experience in public or private sector jobs, some incorporate training for specific job related skills and academic abilities, while others stress general knowledge about available careers or employment prospects (i.e., "career development") and may focus their instructional priorities or job search methods, proper behavior in a job setting and improved trainee self confidence. Many programs incorporate some aspects of all these objectives. The behavioral areas (or constructs) to be measured must, therefore, be broad enough to cover a range of intended outcomes and still be as common to all programs as feasible.
>
> Technical problems - in the availability of appropriate evaluation instruments that not only tap the defined behavioral constructs but are also designed for adolescents and young adults who are from economically disadvantaged backgrounds (i.e., CETA qualified), are largely minority group members and also trend to possess lower levels of verbal skill. Ground rules for the choice of such test materials rests with their adequacy in format, content, mode of administration, reading level and demonstrated measurement properties for the youth population being evaluated.
>
> Operational limitations - which dictate the need for evaluation measures that can be administered by program professionals with reasonable levels of training and within reasonable periods of testing time (i.e., highly complex work samples or observational assessment systems extending over many hours or days would be considered impractical). The measures should also possess a degree

of acceptability (face validity) for those program professionals who must administer them as well as the enrollees who are asked to respond to them. That is, the item content should be seen as "sensible" in terms of program expectations and objectives.

Major components of the Standardized Assessment System (SAS) that are currently being applied to a number of YEDPA programs are contained in:

(1) Measures of the participants' characteristics essential for describing the sample composition of a given program as well as for use in data analyses of program effects (e.g., to serve as controlling variables that allow for statistical equating when contrasts are made between different subgroups of individuals). That information is obtained from a form designated as the Individual Participant Profile (IPP) that provides background and demographic data regarding age, sex, race, economic status, marital status, etc., and from a short reading test (STEP Reading) used to measure the student's level of verbal skill.

(2) In order to assess attitudes, awarenesses, as well as changes during the course of participation, there is a psychometric battery composed of seven measures subsumed under 5 behavioral categories that are intended to assess characteristics of participants and controls at the entrance point as well as changes between the time of participant entry and completion.

(3) In order to compare and contrast program approaches and to correlate these with outcomes, standardized process information is gathered on each project, describing its qualitative dimensions, inputs and costs.

(4) A performance outcome questionnaire measures the participant's status at the completion of the program (i.e., a Program Completion Survey), his or her assessment of the program experience, as well as staff assessments of the participant.

(5) A follow-up program survey provides performance indices regarding the nature and extent of "success" achieved by the individual at the defined time periods typically standardized at 3 and 8 months after termination.

As tools that are integral to the overriding demonstration and knowledge development role of YEDPA, the instruments chosen for evaluation should themselves be scrutinized for their effectiveness. Some of the variables and scales applied here will likely be found more suitable than others. Thus, on the basis of their psychometric properties, particular instruments may be found more applicable to certain types of youth programs or to particular subgroups of trainees.

Results of an examination of the quality of the measures could provide the evidence for suggested modifications and improvement in measures application and/or design.

It should also be understood, regarding the Standardized Assessment System, that no single set of measures could be expected to serve all of the evaluative needs of all YEDPA programs. Unique features in evaluation design, curriculum content and required objectives of many programs are certain to remain so that core data from the SAS are not intended to be the exclusive form of measurement information obtained. Hence projects have been encouraged to utilize their own instruments for local evaluative needs. Such information, based on measures of reasonable quality, can be expected to serve as a useful supplement to the overall YEDPA-SAS data base.

THE COMPONENT MEASURES AND THEIR RATIONALE

The instruments and each of the contructs in the SAS were carefully selected based upon the best available evidence of validity reliability and applicability to CETA youth populations. More comprehensive information would have been desirable but was not administratively feasible. More careful testing of the instruments would have been preferable but it was necessary to develop these measures while implementing certain programs. The instruments, which are included for illustration in Appendix 1 to this report (some of the test elements are vendor owned and may not be used without the permission of the vendor) represent the best possible compromise between the many constraints at the time the system was implemented:

(1) Measures of Participant Characteristics

The measures of the SAS that define participant* characteristics (age, sex, race, education, etc.) are intended exclusively for individual demographic or status information purposes. They provide the information needed for describing the samples of youth who have participated in the YEDPA programs and also serve as controlling variables that are essential for those data analyses in which groups are to be equated, or made equivalent, by statistical means (i.e., since the groups could not, in any practical way, have been perfectly matched or randomly assigned for study purposes). The two instruments used to obtain those forms of information are the Individual Participant Profile (IPP) and the STEP Reading Test.

- The Individual Participant Profile

  This document is used to record information for 49 items dealing with the participant's characteristics as well as status in the program and at termination. These data essentially duplicate the standard information gathered for each participant in all CETA programs. The first 29 of these items are largely demographic and cover such information as the individual's age, sex, race, economic, educational and labor force status - all at time of entry into the youth program.* The remaining 20 items are designated as the "Program Status" items which indicate the status of the participant at the time of program completion or termination. These include such information as entry and termination dates, total hours spent participating in the program, whether or not the program provided the participant with academic credit and specific forms of termination status under "positive" and "nonpositive" categories.

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*These first 29 items are also applicable to control group sample members for those YEDPA studies using a control group in their evaluation design.

A set of definitions which accompanies the IPP form defines each item in detail and how it is to be completed by the youth program project personnel from their project records.

Although the items of the IPP cannot generally, be considered as performance outcome (criterion) variables, some few of the items in the Profile are obviously usable in that way. For example, there are items dealing with employment status which to some extent duplicate forms of outcome information found in the Program Completion Survey. These and several other IPP items can serve as a limited check on the reliability of the data obtained in the survey by contrasting program - provided IPP information with participant-provided survey information.

- The STEP Reading Scale

This status measure was specifically compiled for purposes of the YEDPA evaluation studies. It is intended to fill the need for a very short (10 to 15 minute) easily administered measure of reading skill that would also cover a fairly wide range of the reading levels likely to be found in the YEDPA enrollee population (i.e., an estimated range from 4th to 9th grade reading level).

None of the conventional (published) measures of reading ability would appear to meet these particular requirements since they are usually lengthy, require different forms of the measure for widely differing ability levels and are intended either to define the students' reading grade level, with some precision, or identify specific skill deficiencies for diagnostic purposes.

The sole application of the score from this 20 item reading comprehension measure is to serve as a key variable for analytical uses in subgroup equating on verbal ("academic") skill level.

The 20 items chosen for this short reading measure were selected from the STEP locator tests (ETS, 1978) covering 4th to 9th grade reading levels. Those locator tests are short reading comprehension measures used as preliminary (quick screening) devices for deciding which level of the completed STEP achievement tests is suitable for administration to a particular student. Appropriate item and total scale analyses were undertaken by the publisher, during the development of the measures, to assure the accuracy of the items for reading grade level identification.

However, verification of the suitability of this specific 20 item compilation, for purposes of YEDPA evaluation, can most readily be determined by the level of relationship between its scores and scores on some widely used, (published) reading measure(s). If a high degree of positive relationship is found, this 20 item widerange reading scale can be considered applicable for its purpose in the SAS. Such data are expected to be available from at least one sample of youth program participants during the course of the evaluation data collection.

(2) The Psychometric Battery

Measures chosen for incorporation in the Psychometric Battery reflect YEDPA program objectives while still being compatible with the characteristics of the trainee population and the operational constraints of the youth projects. As the starting point, five behavioral categories in which trainee performance changes were to be effected, as a result of YEDPA program participation, were defined by the U.S. Department of Labor's Office of Youth Programs. These were considered reasonably common to and believed to encompass, the objectives of a vast majority, if not all of the YEDPA projects and were designated as: (1) career decision making, awareness and capability (2) self-image (3) work attitudes (4) job search capability and (5) occupational sex stereotyping.

In order to be compatible with the YEDPA participant population the measures chosen to represent those behavioral categories should possess features that make them suitable for low-verbal skill adolescents from economically and educationally disadvantaged backgrounds. Criticism that has been leveled at the design and administration of conventional paper and pencil tests used with such groups (Karp and Sigel, 1965, Lennon, 1964, Potthoff, 1966), would lead, ideally, to a choice of measures that are relatively short, presented orally, contain pictorial information (to supplement the verbal), use a level and style of language appropriate for adolescents and young adults of low reading skill, allow for marking of item responses directly in the test booklet and permit careful examiner attention to individual respondent difficulties in the testing situation (i.e., small group administration).

"Off-the-shelf" (published) instruments, suitable for assessing required youth program behavioral constructs that also meet such design standards, are relatively rare. Some that might claim applicability to "disadvantaged" populations are often of highly questionable measurement quality - particularly with regard to demonstrated predictive validity against meaningful criteria of trainee performance following program participation. After a review of the literature the paper and pencil measures that were selected to comprise the psychometric battery are considered the most suitable ones available, or known, for representing the desired behavioral categories. Those measures are described below, under each of the five overall areas of their content and a brief summary of the available research evidence that had been drawn upon to justify their incorporation in the psychometric battery.

Two measures were chosen to assess the career decision making, awareness and capability performance domain. One deals with vocational attitudes shown to be related to "vocational maturity" of adolescents in making appropriate career decisions. The second is a measure of vocational knowledge dealing with the youth's knowledge of what is required for carrying out different job functions.

o Vocational Attitude Scale - This scale is derived from the Career Maturity Inventory developed by John Crites (CTB/McGraw Hill 1978). The measure contains 30 verbal items found in a longer 75 item Attitude Scale (Counseling Form B-1) that are scorable as 3 ten-item subscales. Those scales are designated as "Decisiveness" in Career Decision Making (CDM) "Involvement" in CDM and "Independence" in CDM. The respondent indicates his or her agreement or disagreement with each of 30 statements about vocational careers and employment.

Early versions of the Attitude Scale (containing 50 items) had been utilized in an extensive research project in order to study vocational development among students. Approximately 100 studies cited by Crites (1971), deal with the construction, standardization and application of the scale. In essence the Attitude Scale has been shown: (a) to differentiate reasonably well between students at different grade levels (reflecting increases in vocational maturity with increasing grade level), (b) to be applicable across a wide range of educational, curricular and demographic groups (Crites, 1971) including studies based on disadvantaged Whites, Blacks, Mexican Americans and American Indians, and (c) to be content valid, with the scoring key matching independent experts' judgments of "proper" item response at a high level of agreement (74%).

The reliability of the measure (its internal consistency) for the earlier 50 item version differs somewhat as a function of grade level with a range of correlations from .72 to .77 found in grades 10, 11 and 12. Test-retest reliability (i.e., stability) of the scale for students tested and retested over a one year interval was found to be .71 (Crites, 1971). These values for scale reliability were cited by Crites as representing adequate levels for an attitudinal scale of complex structure that deals with a developmental (i.e., changing) construct.

Validity checks with various forms of criterion performance involving vocational aspiration, vocational choice and vocational maturity, (i.e., relationships between the Attitude scale scores and scores on those criterion measures) resulted in correlations ranging from the mid .20's to the high .30's. These included a correlation of .38 between the Attitude scale and the Readiness For Vocational Planning Scale (RVP) by Gribbons and Lohnes (1968) for minority group students in the 9th grade.

- Job Knowledge Test (Educational Testing Service, 1978)- This component is a 33 item scale containing pictorial and verbal material dealing with various job qualifications, requirements and tasks. The items, in multiple choice format, require the respondent to indicate the correct response to questions about the specific occupations depicted.

Studies with the measure have utilized samples of enrollees in the Neighborhood Youth Corps (N.Y.C.) work experience program for adolescents and the Opportunities Industrialization Center (OIC) vocational training program for out-of-school young adults. Score distributions based on means, variances and ranges have been found highly similar over a number of enrollee samples for males and females as has the pattern of inter-relationships between the Job Knowledge Test and other cognitive and attitudinal measures (Freeberg, 1970; Freeberg, 1974 Freeberg and Reilly, 1971; Freeberg and Shimberg, 1974).

Reliability internal consistency of the measure has been found to be in the mid - .70's averaging .75. for CETA and Vocational School samples (Freeberg and Vitella 1979), with levels of .75 for a sample of N.Y.C. males and .72 for N.Y.C. females. As a scale designed to measure a composite of differing forms of job knowledge (salary, educational requirements, nature of the work performed, etc.) these reliabilities are consonant with what would be expected--based on similar scales that have been attempted for other studies reported in theliterature--and at levels that justify a variety of test uses.

Validity was determined relative to a number of criterion using N.Y.C. and OIC samples. Some of the criterion information, obtained at about the same time as the tests were administered, is used to compute concurrent validity; other forms of criterion information were based on longitudinal data obtained at periods of 3 to 12 months following test administration and are used to determine predictive validity. The extent of the relationships representing those forms of validity, using the Job Knowledge Test and various outcome (criterion) measures, are summarized in the table below for statistically significant correlations based on OIC and NYC samples.

Job Knowledge Test

Validity Summary

Criterion Measure[1]	Validity Coefficient(r)[2]	Criterion Sample	Sample Size(N)	Concurrent(C) or Predictive(P) Relationship
Training Program Adjustment Factor	.28	OIC (M)[3]	115	P
Positive Job-Orientation Factor	.28	OIC (F)	189	P
Personal-Social djustment Factor	.19	OIC (M)	115	P
Job-Search Motivation Factor	.28	NYC (M,F)	120	P
Training Program Adjustment Factor	.25	OIC (F)	189	P
Training Program Adjustment Factor	.17	NYC (F)	215	P
Work Supervisor Rating	.32	NYC (M,F)	109	P
Counselor Rating	.25	NYC (M,F)	109	P
Counselor Rating	.19	OIC (M,F)	220	P
Vocational Instructor's	.20	OIC (M,F)	261	P
Rating Posttraining Employment (No/Yes)	.22	NYC (M)	104	P
Counselor Rating	.22	NYC (M)	112	C
Counselor Rating	.19	NYC (F)	102	C
Work Supervisor Rating	.24	NYC (M)	112	C

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[1] Criterion measures, designated as factors, were derived from independent clusters of outcome variables obtained by factor analyses. The clusters were, in turn, used to compute factor scores that served as the dependent (criterion) measures. A listing of the variables that make up the factor patterns is found in Appendix

[2] All validities shown are statistically significant (i.e., P=.05 confidence level or better)

[3] M = Male Sample
F = Female Sample
M,F = Male and Female trainees combined in a single sample

The Job Knowledge Measure, exhibits its best validity (predictively) for work site supervisor ratings (r - .32) as well as for general Training Program and Job Adjustment criterion factors (r's in the mid to high 20's). The measure also shows a low but significant level of validity for the highly important criterion of whether or not the trainee obtained full-time employment following training (r = .22 for N.Y.C. males).

- Self Esteem Scale (Educational Testing Service, 1978) - It is the often expressed intention of youth program professionals to enhance the participant's feelings of personal value, or self-worth, with the expectation that improved self perceptions stimulate more success-oriented social and vocational adjustment behaviors. One measure was chosen to define the level at which the program participant rates his or her personal value. The self-esteem scale is a 15 item scale containing pictorial and verbal material used to assess perceived self-worth in terms of expectation for acceptance or achievement, in various social, vocational and educational settings. The respondent indicates, on a three point scale, the degree to which he would be successful or receive acceptance in the specific situation portrayed.

  Studies to support the value of the Self Esteem Scale are based on the same set of data obtained for development and research use with the Job Knowledge Test, discussed above, using N.Y.C. and OIC study samples.

  The reliability or internal consistency of this scale has been shown to average .64 for CETA and vocational student samples and in the mid .50's for N.Y.C. samples. These relatively modest levels of useful reliability represent the lowest ones obtained for any of the measures of the psychometric battery. That result stems, in part, from the design of the scale as relatively short (15 items), as well as the complexity of its item composition dealing with estimates of different perceptions of self worth in a variety of specific job and interpersonal situations.*

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*Measures that tend to be more complex in their content, by sampling a broader range of the construct under consideration, generally stand a chance of showing better validity against more complex criteria (e.g., job adjustment).

The validity of the self esteem scale using a variety of performance outcome (criterion) measures is summarized in the following table, which has the same format as the one presented above for the Job Knowledge Test and also presents statistically significant correlations only.

Self-Esteem Test

Validity Summary

Criterion Measure	Validity Coefficient(r)	Criterion Sample	Sample Size(N)	Concurrent (C) or Predictive(P) Relationship
Positive Vocational and Social Attitudes Factor	.34	NYC (M)	182	P
Training Program justment Factor	.20	OIC (M)	115	P
Training Program Adjustment Factor	.16	OIC (F)	189	P
Overall Social and Vocational Adjustment Factor	.26	NYC (M,F)	120	P
Counselor Rating	.34	NYC (M,F)	111	P
Work Supervisor Rating	.24	NYC (M,F)	111	P
Remedial-Skills Instructor Rating	.18	OIC (M,F)	134	P
Work Supervisor Rating	.21	NYC (F)	128	C

Moderate levels of predictive validity for the Self Esteem scale are seen for a criterion factor that measures vocational and social attitudes (r = .34 for N.Y.C. males and females). Another notable validity efficient of reasonable magnitude can be seen in the tendency for trainees who have higher levels of self esteem to be the ones who are rated as being better adjusted (i.e., more proficient) by their guidance counselor (r = .34 between the scale and the counselor ratings for an N.Y.C. sample).

- Work Relevant Attitudes Inventory - Measures of work attitudes are intended to deal with the youths' views about jobs, the importance of working, appropriate ways of behaving in job settings and general feelings about one's capabilities for succeeding in a work situation. Of the two available measures chosen as most suitable, one deals primarily with personal feelings about work, relations with people and life adjustment in general, while the other deals with judgments regarding how one would behave in specific situations that might arise in a job setting. The Work Relevant Attitudes Inventory (Walther, 1975), contains 16 items in a short form that had been developed by the author from a longer 26 item measure. The 16 items provide not only a single total scale score, but can be scored on the basis of three factored subscales defined as, "Optimism", "Self Confidence" and "Unsocialized Attitudes." Responses to each of the attitudinal statements are based on a 4-point scale of degree of agreement with, or applicablity of, the statement.

Studies carried out for development of the WRAI were based largely on samples of Neighborhood Youth Corps enrollees and students in experimental education programs (e.g., youth correction centers, MDTA, vocational high school). Studies were based primarily on longitudinal samples with the measure administered and readministered over several time periods for a number of the samples. Measurement characteristics of the WRAI indicate that it is a somewhat more effective instrument for use with females than with male adolescents.

The reliability of the total scale as assessed by test-retest stability over periods of one year and more is reported by Walther (1975), for N.Y.C. enrollees, to range from lows in the .40's to a high of .67, with consistently higher reliabilities found for females. For an attitudinal scale with multiple underlying factors, the measure can be considered to possess useful levels of score reliability for evaluation purposes.

Using various longer (34 item) and shorter (10 item) versonions of the WAI, validities were found to be significant on the basis of: (a) the ability of WRAI scores to differentiate between black male high school dropouts who made "good" and "poor" adjustments to work, and (b) predictive validity of the scores for a criterion of work adjustment ratings obtained from several months to as long as 2-1/2 years after administration of the WRAI. Significant correlations obtained ranged from a high of .44 to a low of .26 for females; with the highest value of males being an r of .31. With a total sample of males and females combined, the predictive validity was highest for a second administration of the WRAI against the work adjustment rating criterion (r = .38).

- Job Holding Skills (Educational Testing Service, 1978) - This psychometric battery component deals with respondent awareness of appropriate on-the-job behaviors in settings that depict interaction with supervisors and coworkers. This 11 item scale, containing pictorial and verbal material, requires the trainee to indicate which one of three alternatives best define what his or her response would be in the situation described. (Response alternatives have been scaled to represent "most" to "least" acceptable behaviors for maintaining employment.)

  Evidence for the suitability of the measure is based on longitudinal samples of NYC and OIC, from which item and scale characteristics were determined, and is derived from the same data set used for the Job Knowledge and Self-Esteem Scales.

  The reliability internal consistency of the measures has been shown to be at moderate levels of .74 for a sample of N.Y.C. males and .72 for N.Y.C. females. Samples of CETA and vocational high school students produce reliabilities of approximately .60. These levels can be considered sufficient for an attitude scale that is to be used for YEDPA evaluation purposes - especially one of such relatively short length.

  Validity as found in studies with N.Y.C. and OIC samples is summarized in the table below.

Job-Holding Skills Test

Validity Summary

Criterion Measure	Validity Coefficient(r)	Criterion Sample	Sample Size(N)	Concurrent (C) or Predictive(P) Relationship
Social-Adjustment Factor	.21	NYC(M)	182	P
Positive Vocational-Orientation Factor	.16	NYC (F)	215	P
Training Program Adjustment Factor	.34	OIC (M)	115	P
Personal-Social Adjustment Factor	.19	OIC (M)	115	P
Training Program Adjustment Factor	.36	OIC (F)	189	P
Positive Job-Orientation Factor	.21	OIC (F)	189	P
Monetary-Expectation Factor	.25	OIC (F)	189	P
Overall Social and Vocational Adjustment Factor	.29	NYC (M,F)	120	P
Counselor Rating	.31	NYC (M,F)	111	P
Work Supervisor Rating	.34	NYC (F)	111	P
Vocational Skills Instructor Rating	.15	OIC (M,F)	260	P
Remedial Skills Instructor Rating	.18	OIC (M,F)	134	P
Counselor Rating	.22	NYC (M)	112	C
Counselor Rating	.26	NYC (F)	129	C

Awareness of proper bahaviors in a job setting is seen to be positively related - at significant levels - to a variety of adjustments achieved by the trainee. Thus, reasonably good predictive validity for this measure lies in its relationships to such criteria as training program adjustment (r = .34 for OIC males and .36 for OIC females), proficiency ratings by work site supervisors and guidance counselors of N.Y.C. programs (r's = .34 and .31 respectively) and for overall social and vocational adjustment following training (r = .29 for an N.Y.C. sample).

o Job Seeking Skills Test - To define the capability of the youth to exhibit a set of elementary skills essential for undertaking an employment search, the Job Seeking Skills Test (Educational Testing Service, 1978) has been adopted which is a 17 item measure of job search capability that samples some of the skills needed to initiate an employment search, interpret information about prospective jobs (in newspaper want ads) and understand the information requirements for filling out a job application. Items in a multiple-choice format require selection of the one correct response to each question.

Evidence to justify the choice of this measure, as most suitable for assessing the job search construct is again based on data from the samples of NYC and OIC.

The reliability (internal consistency) of the measure, has ranged from the mid .60's to the low .70's in study samples drawn from N.Y.C., CETA and vocational school samples. These coefficients represent useful levels for the evaluation purposes intended with the psychometric battery.

Validity as found in studies with NYC and OIC longitudinal samples is reported in the table below:

Job-Seeking Skills Test

Validity Summary

Criterion Measure	Validity Coefficient(r)	Criterion Sample	Sample Size(N)	Concurrent (C) or Predictive(P) Relationship
Training Program Adjustment Factor	.18	NYC (F)	215	P
Job Success and Satisfaction Factor	.26	NYC (M,F)	120	P
Positive Job Orientation Factor	.28	OIC (F)	189	P
Training Program Adjustment Factor	.24	OIC (F)	189	P
Effective Job Planning Factor	.20	OIC (F)	115	P
Personal-Social Adjustment Factor	.21	NYC (M)	182	P
Counselor Rating	.22	NYC (M,F)	111	P
Work Supervisor Rating	.31	NYC (M,F)	111	P
Posttraining Employment (No/Yes)	.36	NYC (M)	104	P
Posttraining Employment (No/Yes)	.21	OIC (M,F)	157	P
Counselor Rating	.32	NYC (M)	112	C
Counselor Rating	.26	NYC (F)	129	C
Work Supervisor Rating	.35	NYC (M)	102	C
Work Supervisor Rating	.22	NYC (F)	128	C

In terms of the size of its significant validity coefficients over a number of criteria, the Job Seeking Skills Test can be considered one of the most valid of the SAS psychometric battery measures. It shows moderate levels of concurrent validity with training program counselor and work site supervisor proficiency ratings (r=.32 and .35 for an NYC sample), as well as predictive validity for those ratings--though at lower levels (r-.31 for work site supervisors and .22 for counselors). It apparently possesses the best predictive validity of the various measures for the employment criterion (i.e., whether or not the former trainee found fulltime employment), with an r .36 for an N.Y.C. sample of males and .21 for a sample of OIC males and females combined.

- Occupational Sex Stereotyping

Attempts to measure attitudinal perceptions toward sex role stereotypes in occupational choice have been relatively recent and rare. The available instruments that deal with such a construct have either been (a) aimed at young children (for developmental study purposes), (b) designed for and developed with samples of young adults who possess reasonably high verbal skill levels (usually majority group college students) or (c) embedded in broader measures dealing with general aspects of sex-role stereotyping beyond the purely vocational. Few scales dealing with occupational sex stereotyping have undergone systematic study of their measurement characteristics and there is virtually no direct evidence for the validity of such scales based on vocational performance criteria (e.g., job entry or vocational adjustment criterion measures).

One available measure was chosen for use in the psychometric battery to deal with this behavioral category or construct. However, any measure of vocational sex stereotyping developed thus far must be seen as no more than a sensible compromise and of tenuous value pending evidence from youth program evaluation studies regarding its suitability for a YEDPA population.

The Sex Stereotyping of Adult Occupations Scale was developed by Garrett, Ein and Tremaine, (1977) and used with elementary school children from 1st to 5th grade. This relatively short (21 item) verbal scale presents job titles along with a one sentence description of each job and requires the respondent to indicate "who should be a "________" (job title as given). A five-point response scale ranges from "Only Women" to "Only Men".

The 21 items are categorized and scorable under three gender designated groups of "male", "female" and "neutral" jobs, with seven jobs (items) assigned to each of those three categories. Although previously applied only to grade school students, the measure, based on its format and content, was considered the most readily adaptable one for low verbal skill, economically disadvantaged (i.e., CETA qualified) youth.

The choice of the Sex Stereotyping of Adult Occupations Scale is based on a coherent research-supported rationale in the development of its item content and scoring and on its internal measurement properties (Garrett, Ein and Tremaine, 1977). Thus, for example, the choice of an item pool was based on achieving representation of jobs with different levels of educational requirements, while the assignment of items to gender categories was based on Census Bureau information regarding distributions by sex for the jobs described. Items were also pretested in terms of the effectiveness of the 5-point response alternative format and selection of items for the final scale was based on item measurement characteristics along with analyses of sex and grade level effects.

Reliability internal consistency of the scale, as is reported as ranging from levels of .85 to .90 for a sample of elementary school children. An examination of test-retest stability by Garrett, Ein and Tremaine (1977) showed reasonably stable scale means over a one month time period in a grade school sample.

Validity in the form of direct criterion-related evidence has not yet been demonstrated for this (or any other) measure of occupational sex stereotyping. Such validation may be considered part of the YEDPA knowledge development effort and will be undertaken as performance criterion information becomes available over the course of the evaluation studies.

Each of 7 measures of the psychometric battery discussed above were chosen, not only for their measurement quality, but also because administration requires a relatively short period of time. The total psychometric battery can be administered within a reasonable time and, where required, in a single sitting (e.g., especially important in attempting to test control group students). On the average the total time for administration has been found to be about 80 minutes.

An Administrator's Manual is provided along with directions for oral presentation of all test items to small groups of respondents. Item responses are marked by the respondent directly on the page where the item appears. The psychometric battery is available in English as well as in two Spanich language translations - one form representing a colloquial language style and the other a more formal style.

3. Project and Process Information

To gain a better understanding of the factors that may account for differential program effects on participants, it is necessary to know the specific service mix, the intensity of services, the types of expenditures, the level and qualifications of staff, the stability of operations, and the project complexity as judged by linkages. While the various demonstrations have a variety of organizational arrangements and funding routes, it is at the local project level where effectiveness is determined. Even though the demonstration designs tend to hold constant certain key elements of service mix and client groups, there are significant variations among projects which explain many of the differences in outcomes. A battery containing six sets of questions seeks to translate key site-specific variables into quantitative terms. First, basic information is gathered about the sixe and sponsors of the project as well as the setting. Second, the project is described in terms of component services and activities as well as principle goals. Third, the linkages involved in the project are described. Fourth, there is a profile of the staff involved in the project. Fifth, project stability is assessed as well as the position of the project on the learning curve. Finally, the project costs are measured in a standardized fashion.

These descriptive measures were developed by a panel of practitioners and process evaluators based upon judgments about the key dimensions of local program effectiveness and the ways these could best be described. There has been very limited previous research linking such process measures to outcomes and the use of the specific descriptors which have been developed is clearly exploratory.

4. The Performance Outcome Measures

The outcomes of programs are determined by a series of indices applied at completion and at two periods following program departures. These indices define the nature and extent of "success" or outcome achievements realized, both in the short term (at program completion) and over the longer term (post-program time periods). Two questionnaires contain the items developed for this purpose. One is designated the "Program Completion Survey" and the other is the "Program Follow-up Survey."

- Program Completion Survey

This questionnaire contains 48 items most of which are phrased as questions to be presented to the youth program participant at the time he or she has completed or is leaving the training program. They cover the participant's activities, in the program, attitudes toward the program, job and educational aspirations and expectations and social - community adjustments. These questions are intended for oral presentation, on an individual basis, by an interviewer, with the enrollee's item responses to be recorded by the interviewer. (Two items obtained by the interviewer from the program files are number of days absent from the program and number of work sites, if any, to which the trainee was assigned during training). Other program completion outcome measures obtained at the same time, are two proficiency rating scales. One is an 11 item Counselor's Rating Form, to be completed by the youth program professional who had served in the guidance and counseling role for the participant. The other scale, containing 10 items, is the Work Supervisor's Rating Form to be completed by the participant's work-site supervisor (for those participants enrolled in a work experience program).

A number of the questionnaire items can be grouped to yield meaningful subscales that define outcome dimensions of (1) Work Motivation, (e.g., feelings of vocational adequacy, saving of money, willingness to accept further training, motivation to work, awareness of job characteristics), (2) Social Community Adjustment, (e.g., family adjustments, getting along with people in the community, avoiding problems with law enforcement agencies), (3) Training Program Adjustment and (e.g., counselor proficiency ratings, absences from the training program, work-site supervisor pro-iciency ratings, working on or having obtained the GED, knowledge of desired job), (4) Vocational Planning Competency, (e.g., level of long-term and short-term job plans, ability to accomplish plans, knowledge of what to ask a job interviewer, awareness of job characteristics, quality of first job sought.)

A "parallel" questionnaire containing similar item material is available for use with control group members and is designated the "Control Group Status Survey." programs whose evaluation design calls for incorporation of a control group.

- **o** Follow-up Program Survey

This 50 item questionnaire is also to be administered orally, on an individual basis, by the interviewer who is to record the participant's responses. The Survey is presently intended for use at periods of 3 months after the participant has left the training program and again at 8 months following program participation.

Items deal with the former participant's part-training experiences in areas of employment, education, and social adjustments and future plans. In addition, there is a 5 item Employer Rating Form which is to be completed by the present (or most recent) employer. (Permission to interview the employer must be granted by the youth.)

Performance dimensions (subscales) that can be formed for scoring responses, by grouping items of the Survey appropriately, consist of: (1) General Social and Vocational Adjustment, (e.g., employer proficiency rating, family adjustment, community adjustment, amount of trouble with police, employed vs. not employed at the time of interview, saving of money, perceived importance of keeping out of trouble), (2) On-the-Job Success and Satisfaction, (e.g., employment and earnings experience since leaving program, starting salary in job, top salary expectations, hours worked per week, level of job satisfaction, extent to which job expectations were met, amount of school attendance), (3) Job Search Motivation, (e.g., number of places interviewed, number of applications filed, number of sources used to find first job, number of visits to State Employment Service, time spent on present or last job), (4) Job Planning Competency, (e.g., quality of next job sought, level of short- and long-range career plans, quality of present or last job, amount of school attendance), (5) Short-Range Job Success, (e.g., time to find first job, number of places interviewed, saving of money, time on present or last job, obtaining of salary raise, knowledge of next job sought).

A parallel version of this survey is also available for use with control group members and is designated as the "Control Group Follow-up Survey." For all versions of the Program Completion and Follow-up Surveys, detailed interviewer instruction forms are provided that deal with guidelines for item presentation.

The choice of items to be incorporated in the performance outcome instruments was based, in part, on previous research designed to show their applicability as relevant performance dimensions for youth work training program enrollees (Freeberg and Reilly, 1971; Freeberg 1976). That research had included first, the rational choice of variables that encompassed stated objectives found in enabling manpower program legislation, information obtained by examination of work-training program practices and curricula, and interviews with program professionals. Second, these variables, representing desired performance outcomes, were administered to cross-sectional and longitudinal study samples of youth-work training program participants and analyzed to determine which of them formed coherent and interpretable clusters. In addition, the value of the various short-term outcome variables (i.e., at program completion) was examined by determining their relationships to the longer term (post-program) variables.

Resulting clusters of outcome variables, as summarized above, were found to be similar in studies with enrollee samples from NYC and OIC programs. Major variables that comprised the performance outcome dimensions were, therefore, chosen for incorporation in the outcome surveys for the SAS. This provides not only a justification for choosing the items of demonstrated value (relevance) but a way of obtaining meaningful grouping of items for scoring purposes.

VALIDATION OF SAS INSTRUMENTS UNDER CURRENT DEMONSTRATION PROJECTS

Information presented previously dealt with the background, rationale and available evidence used to support the choice of measures incorporated in the SAS. These instruments and their applicability will be further refined and validated as data become available from the demonstration projects in which they are applied. One of the first demonstrations to be launched utilizing the SAS is the Youth Career Development or YCD demonstration which provides counseling, career information, job search assistance, placement, motivational training and other transitional services to high school students. The psychometric bettery of pre - and post-tests are available for 3000 participants and control group students. Outcome (criterion) information has also been obtained for this in-school sample from the Program Completion Survey, administered to those high school senior class participants who had remained enrolled in YCD for 60 hours or longer. Finally, three months follow-up data are available for nearly 800 participants and controls who were served during the course of treatment.

Thus, there is an opportunity to utilize these short-term criterion data, from one of the earliest YEDPA programs, for an initial examination of: (a) the internal characteristics of the SAS measures when applied to participant and control group samples (i.e., means, standard deviations, score ranges, reliabilities), (b) some limited forms of construct and criterion-related validity for each of the seven measures, and (c) possible contrasts with findings from prior studies --presented earlier in this section--as an indication of the stability of the measures and their suitability for evaluation purposes with an in-school YEDPA sample of high school students.

The following Table presents the scale characteristics of each of the seven sets of measures in the psychometric battery. From these results it can be concluded that:

(1) Mean scale scores, standard deviations and score ranges represent reasonable values for the distributions of these measures when used with a disadvantaged, CETA qualified, largely minority group student population--particularly so, since this is a sample that is relatively homogeneous by virtue of its composition.

From the means and variances, it can also be seen that the measures generally possess sufficient spread between their mean scores and the highest possible score on the scale, to minimize any ceiling effects (i.e., "topping out" on the scale). A simple index of the degree to which a ceiling effect is likely to be experienced with each measure is shown in column 4, as a ratio based on the difference between the mean and the highest possible score divided by the standard deviation. Customarily a mean that is at least one standard deviation from

Characteristics of the Psychometric Battery Measures

Pretest Administration: YCD Seniors[1]

(N = 1666 Participants; N = 1590 Controls)

SAB Measures	1 # Test Items	2 Mean		3 Standard Dev		4 Ceiling Effect In Standardized Units (Perfect Score-Mean/SD)		5 Mean Diff	6 Reliability (Alpha)		7 Score Range	
		Part.	Controls	Part.	Controls	Part.	Controls	Part. vs Controls	Part.	Controls	Part.	Controls
Vocational Attitude (VA)	30	21.5	21.6	4.3	4.1	1.99	2.06	NS	.76	.73	7-30	4-30
Job Knowledge (JK)	30	22.5	22.8	3.6	3.4	2.06	2.12	NS	.67	.65	1-30	6-30
Job Holding Skills (JHS)	11	30.7	30.5	2.2	2.3	1.02	1.07	.01**	.56	.55	17-33	19-33
Work Related Attitudes Inventory (WRAI)	16	49.4	49.7	6.7	6.7	2.16	2.14	NS	.78	.77	28-64	28-64
Job Seeking Skills (JSS)	17	12.5	12.8	2.5	2.5	1.70	1.66	NS	.66	.66	1-17	1-17
Sex Stereotyping (SS)	21	45.8	45.8	8.3	8.3	2.06	2.07	NS	.90	.90	21-63	23-63
Self Esteem (SE)	15	36.7	36.6	2.9	3.0	2.83	2.76	NS	.58	.61	22-44	22-45

[1] Complete data cases only

NS = Non significant Mean difference between Participant and Control group students

**Mean difference significant at P < .01

the highest possible score would be desirable, where the evaluation measure is to be used in order to show change over time (i.e., a pretest, posttest gain-score analysis). Although all psychometric measures meet that approximate criterion, the one measure that is obviously borderline in its sensitivity to a ceiling effect, is the Job Holding Skills scale. However, evidence of its validity shown in prior studies and some of the validation evidence to be presented below indicate that the measure possesses a sufficient degree of useful variance to qualify for the evaluative purposes of this battery. Attempts to increase the difficulty level (i.e., reduce the ceiling effect) of a Job Holding Skills type of construct have tended to increase the complexity of the job situations portrayed to a point where it becomes one of cognitive-verbal comprehension, - when used with a low verbal skill population, - rather than a measure of awareness of how to behave in a job setting.

(2) Reliability (internal consistency) of the 7 scales as (column 6) ranges from r's in the mid .50's for the Job Holding Skills measure to .90 for the Sex Stereotyping of Adult Occupations scale. Overall, the reliabilities are comparable to those found in prior studies and represent sufficient levels of internal consistency for evaluative uses. The generally lower reliability of the JHS scale is commensurate with its having the fewest items of any measure in the battery (i.e., 11 items) and can be considered a reasonable magnitude for such a short scale with complex content.

(3) There is a fairly high degree of similarity between the YCD participants and the control group members with regard to their psychometric battery performance. Differences between mean scores for the two groups are not statistically significant for 6 of the 7 measures. The one exception is the Job Holding Skills measure which, although statistically significant in its mean difference for the Participant and Control groups (at the $P < .01$ level), is negligible in terms of "practical" significance with a mean of 30.7 for participants and 30.5 for controls (barely one tenth of a standard deviation).

This examination of the validity of the measures of the psychometric battery is based on two types of analyses from available data of the YCD program. One is a brief and general form of construct validation for which the intercorrelations of the seven measures can be used to see whether the broad pattern of relationships is sensible or interpretable (i.e., whether the obtained pattern of relationships is consistent with the constructs intended in the design of the measures). The second is the more important and meaningful criterion - related validation possible with a variety of performance outcomes, limited for this analysis to a select group of short-term (program completion) criteria of trainee capability and adjustment.

(1) Construct Validation

The collowing table presents the 7X7 intercorrelation matrices for the psychometric battery measures for the merged participant and control group samples. The patterns of relationships in either sample are highly similar - as might have been expected from the considerable similarity already shown for their score distribution indices and reliabilities. Other points to be highlighted are:

(a) The correlations, which are all statistically significant at the .01 confidence level, show sensible and logical patterns of relationships that tend to support broad aspects of construct validity. First, these largely vocationally-oriented measures are all found to have a positive relationship to one another. Second, and more important, the two major categories of measures that can be reasonably defined, as attitudinal and cognitive, have their appropriate interrelationships within their appropriate category. Thus, the measures intended to represent cognitive ability constructs--i.e., Job Knowledge and Job Seeking Skills--display their highest correlations with one another (r = .51 for the participant group and .52 for the control group). Similarly, those measures designed to assess clearly attitudinal perceptions are most highly interrelated- -e.g., the Vocational Attitude Scale and the Work Related Attitudes Inventory show their highest relationships with one another (r = .54 for Participants and .48 for Controls) in contrast to their lower correlations with the cognitive ability measures.

Psychometric Battery Intercorrelation Matrix*

YCD Senior Sample

(Participant N = 1666; Control N = 1590)

	VA	JK	JHS	WRAI	JSS	SS	SE
VA	-	38	27	54	37	32	27
JK	33	-	30	38	51	24	(23)
JHS	29	31	-	39	32	21	27
WRAI	48	39	40	-	41	34	43
JSS	37	52	33	42	-	24	29
SS	24	22	18	33	22	-	16
SE	25	24	28	43	31	18	-

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* Participants above diagonal; control group below. All r's are significant at the .01 level. Decimal points are omitted.

Additional evidence in support of construct validity can be found in the relationships between the STEP Reading Tests and the psychometric battery measures. If the cognitive and attitudinal constructs underlying the measures are logical it would be expected that the primarily cognitive psychometric measures (JK and JSS) would be more highly correlated with reading skill than the attitudinal scales. This is precisely what is seen to occur for the relationships shown below, between each psychometric battery measure and the STEP Reading Test.

Psychometric Battery Measure	Correlation With STEP Reading
VA	.34
JK	.41
JHS	.28
WRAI	.38
JSS	.50
SS	.25
SE	.24

(b) Among the four measures (JK, JHS, JSS and SE), for which there is prior evidence regarding their intercorrelations, the relative size of these relationships in the present YCD sample is fairly similar to previous findings with youth-work training program samples of N.Y.C. and OIC enrollees.

Of the psychometric battery measures, the WRAI is found to have the highest correlations, overall, with the other measures in the battery. In part, this is because its attitudinal item content overlaps to some extent with the types of items used in the Vocational Attitude scale and the Self Esteem Scale. But, the measure also displays the strongest relationships of any of the attitude scales with the two cognitive measures of JK and JSS, as well as with the STEP Reading Test. Thus, it is the one measure of the psychometric battery that most clearly cuts across both cognitive and attitudinal aspects of test performance. By contrast the measure that has the lowest overall level of relationship to the other SAS psychometric measures for either participant or control groups (i.e., the most independent or unique measure of the seven) is Sex Stereotyping of Adult Occupations. The finding is a logical addition to evidence for construct validity, in view of the relatively distinct intent that seems to underlie the rationale or purpose of the SS scale and the subject matter that defines its item content.

(2) Criterion-Related Validation

Fifteen variables contained in the Program Completion Survey constitute the short-term trainee performance outcomes (criterion measures) that serve as the basis for this initial examination of the predictive validity of each of the 7 psychometric battery measures. These 15 criterion variables are identified the following table which presents the statistically significant correlations (i.e., validity coefficients) obtained between each of the criteria and the psychometric battery measures in a 7 X 15 rectangular matrix. These data are presented for the YCD participant seniors who had been enrolled in the program during the 1978-79 academic year, remained in YCD for at least 60 hours of program services and voluntarily agreed to complete the Program Completion Survey.

Three of the criterion variables from the Survey represent multi-item scales -- i.e., the Feelings of Vocational Adequacy Scale (6 items), the Awareness of Job Characteristics Scale (6 items) and the Counselor Rating Form (11 items). The respective reliabilities of the 3 scales are .56, .56 and .89 (as internal consistency from Alpha coefficients). The shorter 6 item scales are near the lower boundary of reliability desirable for criterion measures (though still useful), while the counselor proficiency rating scale possesses a substantial level of reliability.

For ease of interpretation, as well as more meaningful and practical value in any discussion of results, the validities shown in the following table are those that are at r = .10 or greater and significant at the .01 ($p \leq .01$) or better. From that table, all measures of the psychometric battery are seen to possess some degree of statistically significant validity against a number of the criterion measures at program completion. Of importance in this pattern of significant relationships is that all are in the expected or logical, direction, such that a higher (more favorable) score on an SAS measure is associated with favorable criterion performance. It can be noted, that it is also true for the three r = - .10 values shown on the "Lowest Hourly Pay Acceptable" criterion in that those participants with more favorable attitude scores on the JHS, WRAI and SS at program entry tend to be the ones who, at program completion, would be willing to accept the lowest hourly pay in order to obtain a desired job right now (i.e., more motivated).

Psychometric Battery Validities Using 15 Program Completion Criteria[1]

	Program Completion Performance Outcome (Criterion) Measure	Vocational Attitude (VA)	Job Knowledge (JK)	Job Holding Skills (JHS)	Work Related Attitudes Inventory (WRAI)	Job Seeking Skills (JSS)	Sex Stereotyping of Adult Occupations (SS)	Self Esteem (SE)
1	Family Feelings about Program (40)[2]							.13
2	Change in Getting Along with Family (39)							
3	# People Giving Hard Time (44)				.14			
4	# Days Absent From Program							
5	Satisfaction with Program (12)							
6	Trouble with Police (45)	.11	.14	.17	.14	.15		.18
7	Imp. Keeping out of Trouble (46)			.12				.15
8	Job would Look for after Program (34)		.10				.12	.10
9	Job would Like Best Now (35)	.12	.12		.10	.14	.18	.15
10	Lowest Hourly Pay Acceptable (36)			-.10	-.10		-.10	
11	Knowledge of Desired Job (37)	.12						
12	Willingness to Enter Training (38)	.22	.13	.12	.26	.16	.15	.14
13	Feelings of Voc Adequacy (22-27)	.16		.13	.23	.16		.27
14	Awareness of Job Char. (28-33)	.10	.15	.11	.10	.16		.18
15	Counselor Rating	.17	.16		.20	.18	.11	

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[1] All r's shown are significant at the .01 confidence level or better

[2] Numbers in parentheses refer to item numbers in the questionnaire

Overall, in terms of number and magnitude of significant relationships, the Work Related Attitudes Inventory possesses the best predictive validity against these short-term outcomes, with its highest validities for the trainee's expression of willingness to enter a training program in order to obtain a desired job ($r = .26$), Feelings of Vocational Adequacy .($r = .23$) and Counselor Rating ($r = .20$). The WRAI is followed closely in levels of validity by the Self Esteem measure and the Vocational Attitude Scale. The patterns for those three attitudinal scales are fairly similar, although the Self Esteem Scale seems to evidence better validity with several social adjustment variables than do the other two scales - i.e., Family Feelings About The Program, Importance of Keeping out of Trouble and the highest relationship of all ($r = .18$) for Amount of Trouble With Police.

Of the psychometric battery cognitive skill measures, the Job Seeking Skills Test displays somewhat higher levels of validity with the job-oriented criteria than does Job Knowledge.

Generally, criterion variables for which psychometric battery measures demonstrate their best validity are the job-oriented ones and the counselor proficiency rating; while the personal and social adjustment set of criteria (i.e., family-community adjustments, satisfaction with the program, absences from the program) are comparatively negligible. There is only one social adjustment criterion for which the psychometric battery measures are almost uniformly significant predictors (i.e., valid) and that is the "Amount of Trouble With Police" only the SS measure fails to correlate significantly with that outcome. Those trainees who obtain high scores on the psychometric battery measures at program entry tend to report, at program completion, that they had less trouble with police during the course of their enrollment.

Any comparisons of these results for an in-school YCD sample with those of prior validity studies using similar criteria must be made cautiously (especially since prior results were based largely on unemployed school dropouts in N.Y.C. and OIC work-training programs). Not only are there differences to be expected between in-school and out-of-school samples from different types of youth programs but, in addition, many important criteria that were found valuable at program completion in prior studies are not logically applicable to an in-school program that does not provide a stipend (e.g., work-site supervisor proficiency ratings, trainee financial management of income derived from the program, whether or not the trainee is working toward, or obtained, a GED). Furthermore, for three of the seven measures of the psychometric battery (i.e., VA, WRAI and SS) there has been little or no previous study of their validity with the assortment of criteria utilized here. Nevertheless, there are some general similarities with prior results for the four measures for which such direct contrasts are possible. Thus, for example, it can be seen in the present validity results that the JK, JHS and JSS measures each tend to be significantly related to the counselor rating criterion while Self Esteem is not. This is a result obtained previously with an N.Y.C. sample (Freeberg, 1970). In all previous validity studies the four ETS measures had also tended to produce significant validity against the social adjustment variable of Amount of Trouble With Police and with the set of criterion variables involving job-oriented perceptions of the trainee--as was evident in the present study. The only area of discrepency, however, exists in the value of the social adjustment criteria (e.g., variables involving family and community adjustments, program absences, importance of keeping out of trouble) for which these four measures had tended to show a pattern of more extensive significant validities for an out-of-school sample than are found here for high school seniors.

Although the magnitude of the significant predictive validities obtained in this study are relatively low, with most of the correlations in the teens or low .20's, the patterns are indicative of the potential value of these psychometric battery measures as program assessment tools. Distortions that serve to minimize the extent and degree of validity obtainable are often a function of (1) the quality of the criterion data collected (for this study all data were collected by the YCD project personnel) and (2) possible sample biases from restrictions in the range of performance for the sample from which the criterion data could be obtained. Thus, for the present study, validity would be expected to be weakened by the fact that there is a reduced sample of about 970 YCD senior participants available at program completion from some 1,660 originally pretested at program entry. Since these students could be assumed to represent those who were motivated enough to remain enrolled in the program, it might also be assumed that they represent a sample who are more restricted in the range of their program completion criterion performance (i.e., clustered, hopefully, at the high or more "favorable" end of the performance distribution) - a result that would unavoidably serve to minimize the magnitude of the validity coefficients obtainable.

In the following table, the long-term predictive validities are shown for the 7 psychometric measures using criterion variables from the Program Follow-up Survey administered to the YCD participants three months after the end of their senior academic year. The correlations (validities) presented in the rectangular matrix represent those that are significant at the P = .05 confidence level, or better, and of a magnitude of r's = .10 or larger. The .05 level was considered a more sensible standard here (rather than the .01 level applied to the short-term validities in the preceding table because of the considerably reduced sample size available for the Program Follow-up Survey. In addition, for simplicity in summarizing the patterns of validity, the values are shown only for those post-program outcome variables for which at least one psychometric measure displayed significant predictive validity. Thus, there are 13 criterion variables shown in the table out of a total of 29 criterion variables from the Follow-up Survey that had been examined in an original 7 x 29 matrix. (Obviously the number of significant r's presented here -- i.e., 44 -- indicate that there was a greater than chance number of significant r's present in that original matrix of 203 possible corrleations.)

As with the short-term (program completion) criteria all 7 measures of the psychometric battery possess significant validity for at least some of the post-program criterion variables. The one outcome variable for which all psychometric battery measures are predictively valid, is the status level of the job held 3 months after training. Those who score higher on the psychometric measures at program entry (especially on the Job Knowledge, Job Holding Skills and Job Seeking Skills Scales) are more likely to occupy higher level jobs some 3 to 4 months following high school completion.

The 7 measures as a group are seen as most consistent in their predictive validity for: (1) post-program performance outcomes of Job Satisfaction (with 5 of the 7 having positive significant relationships); (2) whether or not the former YCD participant goes on for further formal school or enters some form of training (for which 6 of the 7 measures show predictive validity) and (3) status level of the job that the individual would seek if he or she left their present job (for 6 of the 7 psychometric battery measures).

Of special interest, among the predictive validities shown with the remaining job-oriented performance outcomes, are: (1) the positive relationships between former participants expressions of how well they know the job they would like to have (Job Knowledge) and their scores at program entry on the three attitude scales of Vocational Attitudes, Work Related Attitudes Inventory and Sex Stereotyping, (2) the tendency for those with more favorable attitude (WRAI, SS and SE) to find their first post-program job more quickly and (3) a similar finding of predictive relationships between attitudinal scales (VA and WRAI) and engaging in some form of activity with "vocational promise" versus doing nothing (i.e. Current Activity Status).

For the outcomes bearing on social adjustment, the two scales predictive of the importance of keeping out of trouble are the attitudinal measures of Job Holding Skills (i.e. the degree of compliance with socially acceptable behaviors on a job) and Self Esteem. However, there is a negative relationship found between those who scored high on JK, WRAI, JSS and SS and contributions to family finances, indicating that a favorable score on those measures is associated with a lesser financial contribution.

Similar to the findings for predictive validity of the psychometric battery using the program completion criteria, the overall results regarding the validity on those post-program criteria indicates, again, that the WRAI and SE -- in that order -- represent the two most valid scales of the psychometric battery.

Predictive Validities For Psychometric Battery Measures Using Three Month Follow-up Criteria *
(YCD Participants[1])

Criterion Variable	VA	JK	JHS	WRAI	JSS	SS	SE
1. Job Status level Present Job	.21	.23	.28	.18	.24	.16	.15
2. Time To Find 1st Job			(-16)[2]	-.17	(-.16)[2]	-.26	-.17
3. # Applications Filed		-.17	(-.13)[2]		(-.13)[2]	-.17	
4. How Have Jobs Gone		-.17					
Job Satisfaction	.14		.13	.19		.16	.20
6. In School or Training Homes	.19	.12	.10	.17	.16	.12	
7. Highest Pay Expected					.11		.13
8. Level of Job choice (next Job)		.16	.20	.22	.15	.20	.16
9. Job Knowledge	.13			.14		.12	
10. Family Feelings About Program				.11			
11. Weekly contribution to Family Finances		-.10		-.13	-.10	-.12	
12. Importance of Keeping out of Trouble			.10				.13
13. Activity Status (10,37,38,39) (No Work or School; Part time work or School; Full Time Work or School	.12			.10			

* All r's significant at the .05 confidence level or better

1 Sample size range from N = 120 to N = 790

2 r's just short of significance at .05 level; p = .06

MEASURES APPLICATION

The study design and sequence of measures administration for this evaluation research was developed to meet the need for a comprehensive set of procedures for all participating youth employment programs. These procedures specify time of administration for each of the following instruments in the Standardized Assessment System:

Individual Participant Profile (IPP)
STEP Reading Test
Pretest/Posttest-Battery

a) Vocational Attitude
b) Job Knowledge
c) Job Holding Skills
d) Work Relevant Attitudes
e) Sex Stereotypes of Adult Occupations
f) Self Esteem
g) Job Seeking Skills

Program Completion Survey
Control Group Status Survey
Program Follow-Up Survey (3 months and 8 months)
Control Group Follow-Up Survey (3 months and 8 months)

One of the more important features of the study design and measures administration is the differentiation among subgroups of examinees with respect to the amount of time they participate in their respective programs. In the case of out-of-school programs (excepting summer-only programs), two critical time standards were defined -- 10 program days and 3 calendar months. Program participants were then classified in one of three time segments: (a) those who remain in the program for less than 10 program days, (b) those who remain in the program for 10 or more program days, but less than 3 calendar months, and (c) those who remain in the program for 3 or more calendar months. All of these groups (and the control group(s) are administered the IPP (Participant's Characteristics Section), STEP, and protest battery during the first week of the program. Likewise, all are administered the appropriate Follow-Up Survey 3 and 8 months after exit from the program. However, at the time of exit from the program, the administration design calls for progressively more comprehensive data collection from participants who remain longer in the program. Thus, for those who remain for less than 10 program days, only an IPP (Program Status Section) is completed. For those who remain for at least 10 days but less than 3 months, the posttest battery is added to the IPP. Those who remain 3 or more calendar months are administered thd Program Completion Survey in addition to the IPP and posttest battery. The control groups, after a time interval comparable to the length of the employment program, are administered the post-test battery and the Control Group Status Survey.

The entire administration sequence for out-of-school programs is shown in the following. Honorarium payments are optional for various participants and control subgroups, while mandatory in other cases. For participants, payment is optional in the situation where a youth leaves the program before being posttested. For controls, payment may be made for data collection at both the beginning and end of the program, if deemed necessary by the program director.

It should also be noted that although many programs have a fixed start and end date common to all participants, there are certain programs with differing start and/or end dates for individual participants -- the so-called "rolling admission" and/or "rolling exit" programs. The above administration design is also applicable to these kinds of programs, simply by defining entry into and exit from programs on an individual basis. The comparable pretest-posttest interval for control group data collection is typically set at the estimated mean pretest-posttest interval for program participants. In situations where two or more comparable control groups might be available, consideration is given to the possibility of more than one pretest-posttest interval for control group data collection.

The measures administration design for in-school and summer-only programs is completely analogous to that for out-of-school programs, except that the upper time standard is set at 60 program hours rather than at 3 calendar months. Thus, for in-school and summer-only programs, participants are categorized into the following three time segments: (a) those who remain in the program less than 10 program days, (b) those who remain in the program at least 10 program days, but less than 60 program hours, and (c) those who remain in the program 60 or more program hours. The standard in terms of program hours (rather than calendar months) was adopted in recognition of the fact that in-school and summer-only programs are likely to vary considerably with respect to the compression (in time) of their program services. Thus a standard in terms of program time, rather than calendar time, was judged to be more appropriate. In almost all other respects, the administration design is analogous to the previously described design for out-of-school programs. The single exception, noted below the figure, is that YCD Demonstration Projects require administration of the posttest battery to program participants who remain in the program for 60 or more program hours, not 10 or more program days as do the other in-school programs.

The project and process information for year-round or in-school only programs is gathered from project operators annually with an April 15 report date. For summer-only projects, the report date is August 15. The project and process information material was implemented in fiscal 1980 so that summaries for earlier projects had to be reconstructed where feasible and appropriate. Sponsoring organizations for multi-site projects are responsible for collecting and validating this information.

Sequence of Instrument Administration for In-School or Summer-Only Programs

	During First Week of Program	At Exit From (or End of) Program	Three Months[3] After Exit From Program	Eight Months After Exit From Program
Those who remain in program for less than 10 program days	.Participant's Characteristics-(IPP) STEP Pretests	.Program Status-(IPP)	.Program Follow-Up Survey	.Program Follow-Up Survey
Those who remain in program for 10 or more program days, but less than 60 program hours	.Participant's Characteristics-(IPP) STEP Pretests	.Program Status-(IPP)[1] Posttests	.Program Follow-Up Survey	.Program Follow-Up Survey
Those who remain in program for 60 or more program hours	.Participant's Characteristics-(IPP) STEP	.Program Status-(IPP)[1] Posttests Program Completion	.Program Follow-Up Survey	.Program Follow-Up Survey
Control Group[4]	.Participant's Characteristics-(IPP) STEP Pretests	.Posttests[2] Control Group Status Survey[2]	.Control Group Follow-Up Survey	.Control Group Follow-Up Survey

[1] If you can determine when a participant will leave the program, test in last 2 weeks prior to leaving. If the youth leaves before testing has taken place, locate youth for testing and, if necessary, pay youth $5.00 to complete testing (this includes both the Posttests and the Program Completion Survey, if required).

[2] Date set in consultation with OYP or contractor staff.

[3] Pay $5.00 to each youth who completes the 3 month Follow-Up Survey.

[4] If necessary, you may pay control group youth for participating in testing. $5.00 for Pretests, and $5.00 for Posttests and Control Group Status Survey.

NOTE: YCD Demonstration Project requires posttesting for any youth who has been in the program for 60 or more program hours.

Sequence of Instrument Administration for Out-of-School (Except Summmer-Only Programs

	During First Week of Program	At Exit From (or end of) Program	Three Months[3] After Exit From Program	Eight Months[4] After Exit From Program
Those who remain in program for less than 10 program days	.Participant's Characteristics (IPP) .STEP .Pretests	.Program Status-(IPP)	.Program Follow-Up Survey	.Program Follow-Up Survey
Those who remain in program for 10 or more program days, but less than 3 calendar months	.Participant's Characteristics .(IPP) .STEP .Pretests	.Program Status-(IPP) .Posttests[1]	.Program Follow-up Survey	.Program Follow-up Survey
Those who remain in program for 3 or more calendar months	.Participant's Characteristics (IPP) .STEP .Pretests	.Program Status-(IPP) .Posttests[1] .Program Completion Survey	.Program Follow-Up Survey	.Program Follow-Up Survey
Control Group[5]	.Participant's Characteristics (IPP) .STEP .Pretests	.Posttests[2] .Control Group Status Survey[2]	.Control Group Follow-Up Survey	.Control Group Follow-Up Survey

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[1] If you can determine when a participant will leave the program, test in last 2 weeks prior to leaving. If the youth leaves before testing has taken place, locate youth for testing and, if necessary, pay youth $5.00 to complete testing (this includes both the Posttests and the Program Completion Survey, if required).

[2] Date set in consultation with

[3] Pay $5.00 to each youth who completes the 3 month Follow-Up Survey.

[4] Pay $10.00 to ech youth who completes the 8 month follow-Up Survey.

[5] If necessary, you may pay control group youth for participating in testing. $5.00 for Pretests, and $5.00 for Posttests and Control Group Status Survey.

BASIC ANALYSIS PLAN

Any comprehensive evaluation of the youth demonstration programs must (1) have both a formative and a summative component, and (2) take advantage of the longitudinal nature of the design. The summative component is primarily concerned with *what* works "best" and for whom while the formative component attempts to identify *why* particular programs work. Traditional statistical methods applied to data gathered in randomized experiments carried out under laboratory conditions can provide information on both what and why. However, as one moves to field experiments, nontraditional and, innovative approaches to data analyses must supplement (not replace) the traditional approaches.

In a literal sense there is no "sampling" with respect to enrollees at a demonstration site since evaluation data are to be collected on the performance of *all* enrollees at a particular site. The control group at a particular site, however, does represent a sample from a hypothetical population that is, hopefully, similar to the enrollees with respect to important background and ability variables. To the extent that the enrollees (and the controls) are similar to other populations of interest (e.g., other CETA qualified individuals), we can make generalizations concerning program effects to other employment and training contexts. If the controls are found to be quite different from the enrollees, any conclusions about treatment effects becomes quite tenuous regardless of the sophistication of the statistical adjustment used to correcting for the pre-existing differences.

The smallest unit of analysis will be the enrollees within site. This will be the common unit of analysis when comparing participant and control groups within site. The results of such comparisons make up the *summative* component of the evaluation model. When a particular demonstration program has a number of sites and one or more control groups, the repeated comparisons of treatment outcomes with control outcomes will be considered independent replications within a program. In the latter stages of the analysis, data on sites nested within programs will be pooled across programs in an effort to identify what program attributes (such as processes and/or personnel) influence; (1) psychometric battery test score gains, (2) scores on the Program Completion Survey (PCS) scales (3) positive program terminations, and (4) three month and eight month post program labor market performance. Figure 3. In more complex analysis, we will use both individual characteristics as well as characteristics of the sites in the same model. The characteristics of sites will come from a process survey. In a sense, there will be two units of analysis in such models -- the individual and the program sites. Results based on the pooled data which includes both individual and site characteristics make up the formative component of the evaluation model. This type of analysis will tell the degree to which particular programs were effective.

The input description will include the following basic cross-tabs, which will provide a population description by site within a program. Frequencies and percentages responding to each item in the IPP will be tabulated within site by the following cross-classification: (1) Ethnic groups by treatment and control, (2) sex by treatment and control. (3) age groups and (4) totals, i.e., simply breaking out each IPP item by treatment and control. When the Individual Participant Profile (IPP) response is on a continuous metric, means and standard deviations as well as the appropriate statistical tests will be presented in the tabled output.

However, since findings of statistically significant differences may simply reflect large sample sizes rather than practical differences, all mean differences will be divided by the pooled standard deviations yielding an index of group differences in terms of standard deviation units. This approach allows one to compare more readily results from a large site with those from a small site. In the social science literature a third to half a standard deviation difference is considered a "medium" effect while a one-fourth to one-third is considered a "small" effect (cf. , J. Cohen, 1968).

The above cross-classifications provide sample descriptions by site within program as well as information as to what sites can be pooled within programs without raising questions of interpretation in subsequent statistical inference. Sites within programs which have 40 or less youths in either the program or control group will be considered candidates for pooling in subsequent analysis of covariance gain score analysis.

The above analysis provides a description of the population of participants and controls by site within program. A description of the population of programs in terms of programmatic and/or process variables will also be carried out in an effort to (1) define program dimensions on which there is sufficient inter-program variability to be useful as explanatory variables in later structural or path analysis models and (2) provide a description of the population being served by selected categories of programs. That is, resulting tables would present not only the number of programs according to selected categories but also the demographic characteristics of the participants being served by each program category. Classifications of individuals being served by types of programs would include: ethnic group, sex, age groups, economic status and education levels. The individual characteristics will be taken from the IPP. Categories of programs will be defined by responses of program personnel to the standardized Project and Process Questionnaire. Program classification categories will include:

TIME PERIODS

T_1	T_2	T_3	T_4
		THREE MONTH FOLLOW-UP	EIGHT MONTH FOLLOW-UP
. Pre-test Scores (SAB)	. Post-test Scores (SAB)	. General Social and Vocational Adjustment	. General Social and Vocational Adjustment
. Items 1-29 of IPP	. Items 30-49 of IPP		
	. Work Motivation	. On the Job Success and Satisfaction	. On the Job Success and Satisfaction
	. Social-Community Adjustment	. Job Search Motivation	. Job Search Motivation
	. Training Program Adjustment	. Job Planning Competency	. Job Planning Competency
	. Positive Vocational Orientation	. Short Range Job Success	. Short Range Job Success
	. From PCS and CGSS	. Working vs. Not Working	. Working vs. Not Working
	. Employers and Counselors Ratings	. Salary Level	. Salary Level
	. Quantifiable Process Information (SPQ)	. Employer Rating Items and/or Scales	. Employer Rating Items and/or Scales
	. Cost Effectiveness Information		

FIGURE 3

VARIABLES AVAILABLE AT EACH POINT IN TIME .

(Example of Cross Classification for IPP Item 1)

		Male	Female
Minority Group Member	Participant	25 (50%)	25 (50%)
	Nonparticipant	20 (40%)	30 (60%)
Nonminority Group Member	Participant	20 (40%)	15 (60%)
	Nonparticipant	10 (20%)	40 (80%)

Chi-square =

A. Type of Sponsoring Organization

1. Prime sponsor
2. School or Educational Institution
3. Non-profit Community Based Organization (CBO)
4. Profit Making Training Organizations
5. Other

B. Service Patterns

1. Primarily OJT or Work Experience
2. Primarily Classroom Work Skill Development
3. Primarily Classroon Training in Employability Development, e.g., GED Attainment, Job Search Training, Life Skill, etc.
4. Service Mix
5. Other

C. Linkages

1. Significant
2. Moderate
3. Limited

D. Intensity of Program (Total Service Hours)

1. Low
2. Medium
3. High

E. Unit Costs

1. Low
2. Medium
3. High

Estimates of the reliability of the measurements afforded by psychometric instruments are necessary for the appropriate interpretations of the "gain" scores. Reliability as defined here is an estimate of the relative stability of the individuals' scores on two forms of the same test. This estimate is usually obtained by scoring separately two halves of the same test on a given sample of individuals. The two scores for each individual based on the separate halves provide two "independent" measures of his or her performance on the trait or attitude. The correlation between the two scores yields an index of the stability of the "halved" scores for this particular sample of individuals. This correlation between "halved" scores can be interpreted as an index of stability of the half scores but not the stability or reliability of scores based on the full length test. However, if we can assume that the items that go into each half are measuring the same trait and one half-test is not more difficult than the other, then one can estimate what the reliability of the full length test is by using the Spearman-Brown Prophecy formula (Cronbach, 1970). Ordinarily, if the half-scores are obtained by simply scoring the odd and even items, the two scores should be sufficiently equivalent with respect to content and difficulty to meet the assumption of parallel measures of the same traits, and thus the application of the Spearman-Brown formula to estimate the reliability of the full test is justified. This type of reliability is often referred to as a measure of internal consistency reliability. Similar to the correlation coefficient r's varies between zero and 1.0, where an observed reliability of 1.0 would indicate that an individuals' score is completely stable from one parallel test form to another. Conversely, if the obtained reliability is zero, knowledge of an individual's score on form A of the test would tell nothing about how he or she would perform if given form B.

The extent of variation in an individual's scores when going from one test form to another is a measure of the error variance in the observed measurements. Thus, the reliability coefficient can be interpreted as a correlation coefficient squared or said differently (and somewhat loosely) the percentage of the observed variation between individual in the sample that is true variation. When the reliability is equal to one (1.0), then all the observed variation among the individuals' scores are the result of "true: between individual variation on the trait and thus there is no error of measurement present in the observed scores.

Knowledge of the amount of true variance present in test scores (i.e., the degree of reliability) is particularly relevant for interpreting the impact of an intervention on gain scores. Gain scores are variations of simple difference scores (depending on how you compute them) and thus have components of measurement error from both the pretest and posttest. Thus, the difference score is less reliable than either the pre-test or the post-test scores.

Since the analysis of covariance (ANCOVA) which will be described in detail later, uses an adjusted difference score as a dependent variable it would be useful to know if the acceptance of the null hypothesis of no group differences is simply due to the unreliability of the measurement rather than the fact that the program did not work.

Similarly adjusted difference scores can also be used as explanatory variables in various structural equation models (path models). Knowledge of the test reliabilities will allow one to adjust parameters in such models and thus get an unbiased estimate of test score gain as an influence on later labor market performance.

In view of the above discussion, internal consistency reliability estimates will be obtained by site for treatment and control groups on all psychometric battery instruments pre and post. The reliabilities will be based on odd-even halves which have bee. ljusted with the Spearman-Brown Prophecy formula for full test length.

The basic analysis of gain scores is concerned with program and control group comparisons with respect to test score gains. In some programs, there will be no control but there will be more than one treatment. In these cases, the treatments with programs will be compared among themselves, assuming reasonably similar inputs and the usual statistical adjustments to correct for pre-existing differences. In those cases where there is one site within a program having no control group, a within group gain score analysis will be carried out. In addition, possible cross program comparisons will be made with other programs having similar inputs.

The analytical method to be used in the basic analysis of gain scores will include; (a) changes in means adjusted for initial status using the three different analytic models of; the analysis of variance of difference scores, the analysis of covariance, and standardized gain score analysis, and (b) correlates of changes in individual rank order from pre to post-test, (i.e., what are the correlates of gain within a program site?) Of particular interest here are the correlations of IPP responses and gain within a program. That is, what are the experiences and backgrounds of the people who show the greater gains?

The analysis of covariance (ANCOVA) is often used in quasi-experimental design situations to control for pre-existing differences between comparison groups. In a non-longitudinal design appropriate randomization procedures guarantees (in the long run) that the comparison groups will not differ in any systematic way before the intervention occurs. However, in a longitudinal study where the individuals are either not randomly assigned or are randomly assigned but "dropout" in a non-random manner then some type of design such as the ANCOVA must be used to correct for pre-existing differences between the groups who have both pre and post-test scores.

The following figure shows a schematic of the simplest ANCOVA model which could be used to estimate program impact on post-test scores while controlling for group differences on pre-test scores.

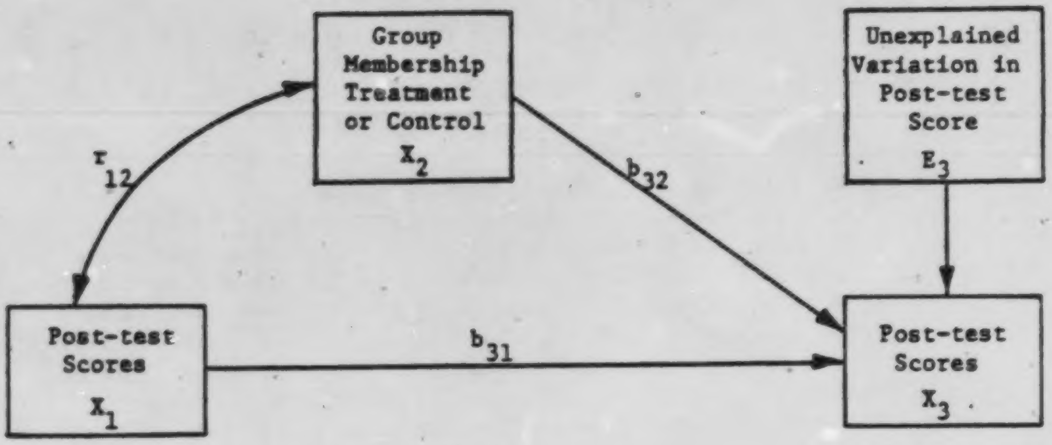
Group
Membership
Treatment
or Control
X2
Unexplained
Variation in
Post-test
Score
E3
r12
b32
Post-test
Scores
X1
b31
Post-test
Scores
X3

Figure 5

A Simple Analysis of Covariance Model for Estimating Treatment Effects[1]

The one-way arrows indicate the causal scheme assumed in the ANCOVA model. The double arrows simply indicate a correlation and thus no causal direction. Posttest performance (x_3) is assumed to be a function of (or due to); (1) initial performance as measured by the pretest (x_1) and (2) group membership (x_2). The r_{12} on the double headed arrow indicates the observed correlation between treatment group membership and pretest scores is likely to be non-zero. If random assignment had taken place, the expectation would be that r_{12} would indeed be zero. However, because of either the inability to randomly assign or because of selective dropping out of participants, the subset of the total sample that has both pre and posttests will also be likely to have a non-zero correlation between group membership and pretest scores. For example, if the poorer performers at pretest time were more likely to drop out of the program then we would observe in the reduced sub-sample having both pretest and post-test scores and a positive non-zero correlation between group memberships and pre-test scores. The interpretation of this positive correlation is that you are more likely to have a higher pre-test score if you are in the treatment group. The ANCOVA procedure attempts to control for such differences and thus make the two groups "equivalent" at pre-test time.

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[1] The above pictorial model can, of course, be defined as a special case of the general linear regression model $x_3 = b_{31} X_1 + b_{32} X_2 + e$. In fact, the actual computations will be carried out within the general linear model framework.

In the simple ANCOVA model depicted the relative size of the partial regression weights, b_{32} and b_{31} (when standardized) indicates how important treatment group membership and initial status on the pre-test score is in determining the post-test score. The size of the unstandardized partial regression weight, b_{32}, in relation to its standard error leads to a judgment about the presence or absence of a statistically significant treatment effect for group differences on pre-test scores. The sign of b_{32} indicates the direction of the effect. In this particular example, a finding of a significant positive b_{32} would be interpreted as evidence for the presence of a treatment related gain on the post-test. A finding of a negative b_{32} suggests that the treatment has a debilitating effect on post-test gain when controlling for initial status. Besides providing an estimate of the significance of the treatment effect the regression weight b_{32} (assuming the above coding of treatment group membership, i.e., "1" for treatment group, "0" for control and the proper regression solution) yields an estimate of the average number of points gained by being a member of the treatment group.

So much for the partial regression weight b_{32}, what about the interpretation of the other partial regression weight, b_{31} in figure 3? The partial regression weight b_{31} is usually referred to as the pooled within regression weight. Inspection of the absolute size of b_{31} can tell one who is doing the gaining. A finding of b_{31} less than 1.0 indicates that individuals with low pre-test scores gain the most. If b_{31}, equals 1.0 then gains are "across the board". When b_{31} is greater than 1.0, those with the high pre-test scores tend to gain the most.

When b_{31} is less than 1.0 the question arises, are the low scoring individuals making the greater gains because the high scorers are "bumping" against a ceiling effect and/or is it the result of the unreliability of the pre-test measurement. Assuming that the pre-test group means are at least one standard deviation below a "perfect" score then it may be helpful to correct b_{31} for attenuation due to error of measurement in the pre-test. If the pretest mean is too close to the highest possible score (too close being arbitrarily defined as less than one standard deviation away) than the observation of b_{31} being less than 1.0 is more likely due to a ceiling effect rather than due to errors of measurement in the pre-test scores.

These corrections for attenuation (unreliability of the pretest) can make a difference in the interpretation of the importance of the treatment effect. A somewhat better understanding of the effect of correcting b_{31} for unreliability on subsequent treatment group comparisons can be seen from expressing the ANCOVA model shown in its more traditional equiational form.

$$b_{32} = (\overline{X}_{t2} - \overline{X}_{c2}) - b_{31}\ (\overline{X}_{t1} - \overline{X}_{c1}) \qquad (1)$$

Equation (1) shows that the estimate of the treatment effect (the partial regression weight, b_{32}) can be expressed as the difference between the two post-test means minus the partial regression weight, b_{31}, times the difference between the two pre-test means. If we correct b_{31} for unreliability by dividing it by the estimated reliability of the pre-test which will certainly be a number less than 1.0, then b^*_{31} the corrected coefficient will be larger than b_{31}. Thus if the pre-test and post-test mean for the treatment group, $\overline{X}_{t1}$, $\overline{X}_{t2}$ are larger than the respective control group pre and post-test means then the treatment effect b_{32} will usually be smaller if b^*_{31} is used in place of b_{31}. If the treatment group has a lower pre-test but a higher post-test mean than the control group then the estimated treatment effect b_{32} will be larger if b^*_{31}, rather than b_{31} is used. Obviously, there are many other more complicated patterns of relationships which could occur and about which no simple predictions can be made about the direction of the bias if the uncorrected pooled regression weight is used.

Both the corrected and uncorrected ANCOVA model will be used in the standard analysis. However, it is necessary to use a more completely specified ANCOVA model than the simple model used in the above example. That is, a more satisfactory estimate of the treatment effect would be obtained if additional control or matching variables are used in addition to the pretest scores.

Variables which are likely to be used in the ANCOVA models to measure pre to post gains for the psychometric battery measures are (1) pretest scores, (2) ethnic group membership, (3) sex, (4) economic status, (5) previous employment experience, (6) reading performance, (7) educational level and (8) age. All of the above control variables with the exception of (1) and (6) are obtained from the IPP. The following figures show the type of output format that will be generated by the ANCOVA model along with two variations. The two variations include the analysis of variance of difference scores (ANOVA) and standardized gain score analysis. Both of these additional methods can be shown to be special cases of equation (1). That is, they differ in that in general they will estimate a different value for b_{31} and thus b_{32} (the estimated treatment effect) will also differ.

PARTICIPANT GROUP

Measure	Reliability		Pretest Mean $\bar{X}_{1_p}$ (Unadjusted)	σ_{1_p}	Posttest Mean $\bar{X}_{2_p}$ Unadjusted	σ_{2_p}	Posttest Mean $\bar{X}^1_{2_p}$ Adjusted for Covariates
	Pre	Post					
VOC AT							
JOB KNOWL							
SELF EST							
WRAI							
JOB HOLD							
JOB SEEK							
SEX STER							
STEP*							

where: $\bar{X}^1_{2_p} = \bar{X}_{2_p} - b_{x_1}(\bar{X}_{1_p} - \bar{\bar{X}}) - b_{z_1}(\bar{Z}_{1_p} - \bar{\bar{Z}}), \ldots$

* Only obtain pretest mean, sigma and reliability.

CONTROL GROUP

Measure	Reliability		Pretest Mean $\bar{X}_{1_c}$ (Unadjusted)	σ_{1_c}	Posttest Mean $\bar{X}_{2_c}$ Unadjusted	σ_{2_c}	Posttest Mean $\bar{X}^1_{2_c}$ Adjusted for Covariates
	Pre	Post					
VOC AT							
JOB KNOWL							
SELF EST							
WRAI							
JOB HOLD							
JOB SEEK							
SEX STER							
STEP*							

where: $\bar{X}^1_{2_c} = \bar{X}_{2_c} - b_{x_1} (\bar{X}_{1_c} - \bar{\bar{X}}) - b_{z_1} (\bar{Z}_{1_c} - \bar{\bar{Z}}), \ldots$

* Only obtain pretest mean, sigma and reliability.

Effect Size and Statistical Tests

Measure	Covariance Adjusted Effect $\frac{(\bar{X}^1_{2_p} - \bar{X}^1_{2_c})}{\sigma_a}$	(ANOVA) Raw Gain Effect $\frac{(\bar{X}_{2_p} - \bar{X}_{1_p}) - (\bar{X}_{2_c} - \bar{X}_{1_c})}{\sigma_b}$	Fan Spread Model Standardized Change r_{TX_1}	Fan Spread Model Standardized Effects r_{TX_2}	Significance ANCOVA	Significance ANOVA
VOC AT						
JOB KNOWL						
SELF EST						
WRAI						
JOB HOLD						
JOB SEEK						
SEX STER						
STEP*						

where: $\sigma_b = \frac{\sigma_{x_{1_p}} + \sigma_{x_{2_p}} + \sigma_{x_{1_c}} + \sigma_{x_{2_c}}}{4}$; $\sigma_a = \frac{\sigma_{x_{2_p}}.\ \sigma_{x_{2_c}}}{2}$

$r_{tx_1} = r_{x_1t\ .\ z_1,\ z_2,\ z_3,\ z_4}$ i.e., the partial correlation between a "dummy" coded treatment variable indicating treatment or control group membership and pretest score, holding constant the demographic control variables. The pretest correlation should be computed and compared with the posttest partial correlation.

* Only obtain pretest mean, sigma and reliability.

The analysis of variance of difference scores (ANOVA) simply compares the mean difference between pre and post scores for the treatment group with the paralled quantity for the controls. Algebraically, this procedure is identical to a repeated measures design where the two testings provide the repeated measures. Furthermore, this procedure is equivalent to using equation (1) with $b_{31} = 1.0$. Since this approach fixes b_{31} at 1.0 it implicitly assumes in its adjustment for pre-existing group differences that the gains are across the board. If there are "ceiling" effects and/or if the empirically derived ANCOVA estimate of b_{31} is significantly less than 1.0 when corrected for attenuation, one would have to question the use of the ANOVA procedure. If there are ceiling effects one would have to question the use of either ANCOVA or ANOVA. If the empirically derived ANCOVA estimate of b_{31} is considerably greater than 1.0 (i.e. high scoring individuals are gaining the most) one might also question the rationale for fixing it at 1.0 in view of the empirical results, The only reason for carrying out the ANOVA computations would be if the sample size of the treatment and/or control group was sufficiently small to question the stability of the ANCOVA estimate of the pooled within group regression weight b_{31}. In general, the ANCOVA estimate of b_{31} is usually close to one so these two methods often converge on the same results.

The third estimate of treatment effect is also a special case of equation (1) where b_{31} is equal to the ratio of the pooled within group pre and posttest standard deviations. That is, b_{31} equals σ_2/σ_1 where σ_2 is the pooled posttest standard deviation and σ_1 is the pooled pretest standard deviation.

This adjustment is based on the assumption that any group differences found at pretest time are the results of differential growth rates. In practice the ANCOVA model adjustment index b_{31}, is usually slightly less than 1.0 and thus implicitly assumes (and the validity of the model depends upon it) that observed differences at pretest time are relatively invariant over time in the absence of a formal treatment intervention. That is, the group growth rates are equal and stationary over the time interval of interest. Campbell (1969) suggests that if two groups start out at time 1 (present time), those with the higher mean gain at a greater rate than those with the lower mean in the absence of a treatment effect. Campbell calls this the interaction of selection and maturation. The different groups are members of different populations living in different environments. The different environments interact with differences in ability and create and maintain different levels of performance and different rates of growth.

A special case of this differential growth phenomenon is the so-called "fan spread" model which postulates that increasing variability within group (as measured by within group standard deviations) accompanies increasing mean differences over time (Kenny, 1975). The finding of increases in the group standard deviations from pretest to posttest suggest that the so-called "fanspread effect" may be taking place and thus a reasonable estimate of b_{31} may well be the ratio of the pooled postest standard deviation to the pooled pretest standard deviation. Then, of course, b_{31} would be greater than 1.0.

An eclectic approach will be employed to estimete the treatment effect on test score gains and "flag" those outcomes when the above adjustment models lead to different conclusions. Further investigations of the estimated group parameters; pre and post-test standard deviations, the size of b_{31}, pre and post reliabilities, and possible ceiling effects will hopefully give some clues as to which model would appear to be more appropriate for each set of youth program data.

The reader will note that in the preceding figures computational formulas are not the same as presented in equation (1). The computational formulas are however, mathematically equivalent to the simpler expressions already given for the various ways of adjusting for pre-existing differences.

For ease of comparison across measures and programs the ANCOVA results are presented as differences between adjusted means in terms of standard deviation units. The ANOVA (analysis of variance of difference scores) will also be presented in terms of differences between adjusted means in standard deviation units. The standardized gain score analysis results are presented as two partial correlations. The first one, r_{tx1}, is the partial correlation between the "dummy" coded treatment variable ("1" for treatment, "0" for control) and the pre-test score. The second correlation r_{tx2} is the parallel computation for the post-test score. If the pre-test partial correlation is smaller than the post-test partial correlation then the treatment was beneficial. The use of the partial correlation rather than the simple correlation is necessary in order to partial out the effects of the various self-selection causes which at least partially describe ways in which the treatment and control groups may differ. For purposes of comparability the same control variables which were used in the ANCOVA model will also be used here.

It is anticipated that the use of gain scores (however they may be adjusted for pre-existing differences) measured in terms of standard deviation units will make comparisons of cost effectiveness ratios from one test to another or from one site to another more interpretable. The common approach to computing cost effectiveness ratios uses the raw score points which may not be comparable from program to program because of differences in heterogeneity of the participants on the traits being measured. A gain of 5 raw score points might be a half standard deviation gain for a homogenous input sample at one program site but only a third of a standard deviation at a program site with a heterogenous population.

The above three models (4 models if one includes ANCOVA corrected for attenuation as a separate model) have been presented in their simplest form for the purposes of exposition. The use of additional control variables in the models make the computations more complex but the above substantive conclusions about the model similarities and differences remain. An additional point about one of the critical assumptions of ANCOVA will be made here. The ANCOVA model as used in this context assumes that the relationship between the post-test score and the pre-test as well as any of the control variables is the same within both treatment and control groups. In somewhat more accurate terminology, the regression of this post-test on the covariates (pre-test and other control variables) is assumed to be the same within the treatment and control groups. This assumption must hold or the partial regression weight associated with the pre-test (b_{31}) or any of the other convariates will be biased and an incorrect adjustment for any pre-existing group difference will be made. Naturally, if an incorrect adjustment is made for pre-existing group differences, the estimate of the treatment effect will also be in error. For treatment control group comparisons the equality of the regression of the post-test on the pre-test will be tested. If a particular comparison shows both statistical and practical dofferences between the regressions then we suggest the approach due to Belson (1956). The Belson model uses an estimate of b_{31}, based on the control group data alone. Then predicted post-test scores are obtained for the treatment group using the control group regression parameters. These predicted treatment post-test scores are then compared with the actual treatment group post-test scores. If the actual post-test mean for the treatment group is higher than is predicted using a prediction equation based on control group data alone, then it is assumed that the treatment had a positive effect. This would appear to be the simplest way out of the dilemma when nonparallel regressions are found when carrying out the group comparisons.

The question of who gains is answered most easily within the multiple regression model. Using data on the treatment group only, step-wise multiple regressions will be carried out where the pre-test scores are forced to enter first and the remaining demographic control variables (age, sex, ethnic group, economic status, reading scores, previous employment experience and educational level) will be "stepped in" according to how well they contribute to the prediction of the post-test scores. This will be carried out for each of the SAS instruments. Those demographic variables that significantly add to the prediction of post-test scores after controlling for the pre-test score will define a profile of the type of individuals who "gain" the most from the treatment. The similarities and differences among the types of individuals who show the greater gains can then be contrasted across programs. It well may be that the same type of individuals show the greater gain regardless of the type of intervention.

Analysis using the scale scores and other item information from the program completion survey (PCS), the control group status survey (CGSS), and the three and eight month follow-up surveys will also be carried out. More specifically, treatment and controls will be compared with respect to the following scales work motivation, social-community adjustment, training program adjustment, and positive vocational orientation. The analysis will be carried out within the standard ANCOVA format using the above list of demographisc as control variables (covariates). A parallel ANCOVA analysis will be carried out for the scales in the three and eight month follow-up.

An analysis of the relationship of the gain scores on the tests to the above PCS and follow-up scales should also be carried out within the treatment group. This can be best accomplished by regressing each of the PCS and follow-up scales, one at a time, on a pre-test score and then adding the post-test information. The increment in R^2 (the squared multiple correlation) due to the post-test indicates the effect of test score gain on the particular PCS scale or follow-up scale.

Similar analysis can be done within the treatment group by utilizing as dependent variablesthe scales derived from both the counselor rating form and the scale from the work supervisors rating form. In addition to examining the relationship of gain in test scores to the counselor and supervisor ratings, the demographic control variables noted above also will be correlated with the ratings.

The standard analysis will also include the prediction of positive vs. negative termination (the dependent variable) from the pre-test and the demographic control variables. This type of analysis should help identify the characteristic (at entry) of participants who are not likely to achieve positive terminations. In addition, this analysis will furnish evidence for the predictive validity of the psychometric battery.

The above analysis will generate a wealth of quantitative information for each program site, yet unless some means of summarization is carried out, the significance of the numerical output will be lost to the reader. It is suggested that certain "signs of merit" based on summaries of the data be constructed at the program level. Although these signs of merit will be constructed from the output numbers obtained at each program, they need not be identified with the program name. It would seem reasonable to group the programs according to the classifications outlined earlier and contrast the signs of merit across these program classifications.

One sign of merit would be simply the percentage of times the treatment group at a program site demonstrated a greater adjusted gain using the ANCOVA adjustment than the control group for the seven measure SAS battery. A program site whose treatment group showed a greater gain than the control group on all seven measures would be assigned a sign of merit of 100%. A site where the treatment group did better than the control group on four of the seven measures would be assigned a sign of merit of 57% etc. The use of percentages allows for comparisons across programs having different numbers of sites.

A second more rigorous sign of merit would be the percentage of times a program site achieves a gain of a quarter of a standard deviation or more. This more rigorous criteria may yield an index with too little between program variation to be useful or it may be so highly correlated with the first index that it can be dropped. It is further suggested that both these signs of merit be computed for; (1) the psychometric battery (2) the PCS scale profiles, and (3) the scales on the three and eight month followup. The two signs of merit can be compared for the program categories defined by, (1) type of sponsoring organization (2) service patterns (3) delivery environment, and (4) program intensity. This summary will provide some preliminary results in an easily interpreted format.

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Appendix 1
Components of the Standardized Assessment System

Some of the instruments in the SAS are copyrighted. Permission has been granted for their use only in the SAS. The components of the SAS are presented to provide an understanding of the system. At this time, they may not be utilized without approval. Requests should be directed to the Office of Youth Programs, U.S. Department of Labor.

Individual Participant Profile

1. ETS I.D. NO.

2. NAME
FIRST NAME M.I. LAST NAME

ADDRESS
NO. AND STREET
CITY STATE ZIP

4. TELEPHONE:
AREA CODE LOCAL NUMBER

5. SOCIAL SECURITY NUMBER:

6. DATE OF BIRTH:
MONTH DAY YEAR

In the sections below, circle the number or numbers representing the appropriate response(s) for each item, and/or where boxes are provided, print one number or character per box.

PARTICIPANT'S CHARACTERISTICS

7. SEX: 1 –Male 2 –Female

8. EDUCATION STATUS:
1 –H.S. Student: enter grade:
2 –H.S. Dropout: enter grade:
3 –GED
4 –H.S. Graduate
5 –Post-High School Attendee

9. ECONOMIC STATUS:
1 –OMB/70% LLSIL
2 –71-85% LLSIL
3 –86-100% LLSIL
4 –Above 100% LLSIL

PUBLIC ASSISTANCE STATUS:
1 AFDC
2 Public Assistance–SSI
3 Other Cash (Public)

11. ECONOMICALLY DISADVANTAGED:
1 –Yes 2 –No

12. RACE/ETHNIC GROUP:
1 –White (not Hispanic)
2 –Black (not Hispanic)
3 –Hispanic
4 –American Indian/Alaskan Native
5 –Asian/Pacific Islander

13. LIMITED ENGLISH SPEAKING ABILITY:
1 –Yes 2 –No

14. FAMILY STATUS:
1 –Family Head
2 –Family Member
3 –Non-dependent Individual

TOTAL NUMBER OF HOUSEHOLD MEMBERS:

15. MARITAL STATUS:
1 –Single 4 –Separated
2 –Married 5 –Widowed
3 –Divorced

16. CHILDREN:
1 –Yes (If yes, how many?______)
2 –No

17. VETERAN GROUP:
1 –Veteran
2 –Vietnam Era
3 –Special
4 –Special Disabled
5 –Not a Veteran

18. MIGRANT/SEASONAL FARM FAMILY MEMBER:
1 –Yes 2 –No

19. HANDICAPPED:
1 –Yes 2 –No

20. OFFENDER:
1 –Yes 2 –No

21. LABOR FORCE STATUS:
1 –In School
2 –Underemployed
3 –Unemployed
4 –Other

22. UNEMPLOYMENT INSURANCE CLAIMANT:
1 –Yes 2 –No

23. PREVIOUS CETA PARTICIPANT:
1 –Yes 2 –No

24. STEP READING SCORE:

LAST JOB:

25. Last worked: MONTH YEAR

26. Hours Worked Per Week:

27. Job Title:____________________

28. Hourly Wage: DOLLARS CENTS

29. Subsidized Wage:
1 –Yes 2 –No

PROGRAM STATUS

30. ENTRY DATE: MONTH DAY YEAR

31. PROGRAM SERVICE GROUP:
1 –Participant Group 1
2 –Participant Group 2
3 –Participant Group 3
4 –Control Group 1
5 –Control Group 2

32. RECEIVED ACADEMIC CREDIT:
1 –Yes 2 –No

33. RECEIVED HIGH SCHOOL DIPLOMA:
1 –Yes 2 –No

34. RECEIVED GED CERTIFICATE:
1 –Yes 2 –No

35. RECEIVED OCCUPATIONAL CERTIFICATE:
1 –Yes 2 –No

OTHER PROGRAM PROGRESS:

36.

37.

38.

TERMINATION:

39. Termination Date: MONTH DAY YEAR

40. Total Program Hours:

41. Total Program Wages: DOLLARS CENTS

42. LABOR FORCE STATUS:
1 –Employed
2 –Underemployed
3 –Unemployed
4 –In school
5 –Other
6 –Status unknown

POSITIVE TERMINATION:

43. Entered Unsubsidized Employment:
1 –Yes 2 –No

44. Entry Date: MONTH DAY YEAR

45. Job Title:____________________

46. Hourly Wage: DOLLARS CENTS

47. Hours Worked Per Week:

48. OTHER POSITIVE TERMINATION:
1 –Entered full-time academic or vocational school
2 –Entered a non-CETA funded Manpower Program
3 –Intertitle transfer
4 –Completed program objective not involving unsubsidized employment
5 –Entered Armed Forces

NON-POSITIVE TERMINATION:

49. Reason for termination:
1 –Laid off
2 –Health
3 –Pregnancy
4 –Family care
5 –Transportation problems
6 –Moved from area
7 –Refused to continue
8 –Administrative separation
9 –Cannot locate
0 –Other non-positive

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Definitions for the Individual Participant Profile

ARTICIPANT'S PERSONAL DATA: Personal data recorded at ne time the youth makes application to the program.

1. **ETS I.D. NO.:** Assigned by ETS. First two digits designate the youth project. Next two digits designate the project site or location. Next six digits identify an individual youth.
2. **NAME:** Legal name.
3. **ADDRESS:** Location at which the youth resides.
4. **TELEPHONE:** Telephone number at which the youth can be reached when not at a program site.
5. **SOCIAL SECURITY NO.:** Number on youth's "Social Security account no. card" or other document (W-2 Form).
6. **DATE OF BIRTH:** Exact month, day, and year of birth.
7. **SEX:** Designation of male or female.

PARTICIPANT'S CHARACTERISTICS: Personal information recorded at the time the youth makes application to the program.

8. **EUDCATION STATUS:** Circle **only one** category which best describes the youth's education status.
    - 1 —**H.S. Student; enter grade:** Youth is enrolled in a secondary school (including junior and senior high school or equivalent) or is between school terms and intends to return to school, or is enrolled in elementary school; enter highest school grade completed.
    - 2 —**H.S. Dropout; enter grade:** Youth is not attending any school and has not received a high school diploma or GED; enter highest school grade completed.
    - 3 —**GED:** Youth has received a GED certificate but has not attended any post-secondary vocational, technical, or academic school.
    - 4 —**H.S. Graduate:** Youth has received a high school diploma but has not attended any post-secondary vocational, technical, or academic school.
    - 5 —**Post-High School Attendee:** Youth has received a H.S. diploma or GED certificate and is attending or has attended a post-secondary vocational, technical, or academic school.
9. **ECONOMIC STATUS:** Circle **only one** category which best describes the youth's family income.
    - 1 —**OMB/70% LLSIL:** Youth is a member of a family which has an annual family income which, in relation to family size and location, does not exceed (a) the most recently established poverty levels determined in accordance with criteria established by the Office of Management and Budget **or** (b) 70% of the lower living standard income level, whichever is greater.
    - 2 —**71-85% LLSIL:** Youth is a member of a family which has an annual family income which, in relation to family size and location, is 71-85% of the lower living standard income level.
    - 3 —**86-100% LLSIL:** Youth is a member of a family which has an annual family income which, in relation to family size and location, is 86-100% of the lower living standard income level.
    - 4 —**Above 100% LLSIL:** Youth is a member of a family which has an annual family income which, in relation to family size and location, is above 100% of the lower living standard income level.
10. **PUBLIC ASSISTANCE STATUS:** Circle **all applicable** categories which describe public assistance status of the youth or the youth's family.
    - 1 —**AFDC:** The youth or the youth's family is receiving income or money payments pursuant to a State plan approved under the Social Security Act, Title IV (Aid to Families with Dependent Children, or if the applicant is a foster child [family of one] on behalf of whom governmental payments are made).
    - 2 —**Public Assistance-SSI:** The youth or the youth's family is receiving supplemental income or money payments pursuant to a State plan approved under the Social Security Act, Title XVI (Supplemental Security for the Aged, Blind, or Disabled), or pursuant to the Indochina Migration and Assistance Act of 1975, Public Law 94-23.)
    - 3 —**Other Cash Public Assistance:** The youth or youth's family is receiving State or local cash assistance based on need.
11. **ECONOMICALLY DISADVANTAGED:** A youth who can be described by any of the following categories: (a) a member of a family which receives public assistance; (b) a member of a family whose income during the previous six months, on an annualized basis, was such that the family would have qualified for public assistance if it had applied for such assistance and/or it does not exceed the OMB poverty level of 70% of the lower living standard income level; (c) a foster child on whose behalf State or local government payments are made; (d) a client of a sheltered workshop; (e) a handicapped individual with a family income of 100% or less of the lower living standard income level; (f) a person confined to an institution or facility providing 24-hour support such as in prison or hospital; (g) a regular out-patient of a mental hospital, rehabilitation facility or similar institution.
12. **RACE/ETHNIC GROUP:** Circle **only one** category which best describes the youth's race, ethnic group. (**NOTE:** The category which most closely reflects the individual's recognition in his/her community should be used for youth who are of mixed racial and ethnic origins.)
    - 1 —**White (not Hispanic):** A youth having origins in any of the original peoples of Europe, North Africa, or the Middle East.
    - 2 —**Black (not Hispanic):** A youth having origins in any of the black racial groups of Africa.
    - 3 —**Hispanic:** A youth of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin (including Spain), regardless of race.
    - 4 —**American Indian/Alaskan Native:** A youth having origins in any of the original peoples of North America, and who maintains cultural identification in tribal affiliation/community recognition.

5 —**Asian/Pacific Islander:** A youth having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent (i.e., India, Pakistan, Bangladesh, Sri Lanka, Nepal, Sikkim, and Bhutan), or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

13. LIMITED ENGLISH SPEAKING ABILITY: The youth's native language is not English and his/her ability to communicate in English is a job handicap.

14. FAMILY STATUS: First enter the number of household members, then circle **only the one** category which best describes the youth's family status.

Number of Household Members: Enter total number of persons living in youth's household.

1 —**Family Head:** Youth is a member of a family of two or more persons and **considered to be** the head of the family by members of the family.

2 —**Family Member:** Youth is a member of a family of two or more persons and **is not considered to be** the head of the family by members of the family.

3 —**Non-Dependent Individual:** Youth is either (a) living with his/her family, 18 or older, receiving less than 50% maintenance from the family, and not the head of family or the spouse of the head of the family, or (b) 14 or older and not living with his or her family, or (c) a foster child on behalf of whom State or local government payments are made. Such youth should be considered as families of one for determining Economically Disadvantaged, Underemployed and Lower Living Standard Income Level status.

15. MARITAL STATUS: Circle **only one** category which best describes the youth's marital status.

16. CHILDREN: The youth has responsibility for support of one or more dependent children; enter exact number of dependent children.

17. VETERAN GROUP: A veteran is a person who (a) served on active duty for a period of more than 180 days, and was discharged, separated, or released therefrom with other than a dishonorable discharge, or (b) was discharged or released from active duty for a service connected disability. The term "active duty" (or "active military, naval, or air service") means full-time duty in the Armed Forces, other than duty for training in the reserves or National Guard. Any period of duty for training in the reserves or National Guard, including authorized travel, during which an individual was disabled from a disease or injury incurred or aggravated in the line of duty, is considered "active duty". Circle **all applicable** categories which describe the youth's veteran status.

1 —**Veteran:** A youth who meets the definition of veteran contained in the introduction to this item.

2 —**Vietnam Era:** A veteran 34 years of age and under who served on active duty between August 5, 1964, and May 7, 1975, and discharged or released within 4 years preceding application to the program.

3 —**Special:** A veteran who served in Indochina or Korea, including the waters adjacent thereto, between August 5, 1964, and May 7, 1975, inclusive, and who received other than a dishonorable discharge.

4 —**Special Disabled:** A youth who served in the Armed Forces and who was discharged or released therefrom with other than a dishonorable discharge and who has been given a disability rating of 30 percentum or more, or a person whose discharge or release from active duty was for disability incurred or aggravated in the line of duty.

5 —**Not a Veteran:** A youth who meets none of the above categories.

18. MIGRANT/SEASONAL FARM FAMILY MEMBER: A youth who is a member of a family which had one or more persons who, during the preceding 12 months, worked at least 25 days in farm work and worked less than 150 consecutive days at any one establishment. Include both migratory and nonmigratory farmworkers, but do not include supervisors or nonmigratory individuals who are full-time students or farmworkers who are not "seasonal" as defined in the preceding sentence.

19. HANDICAPPED: A youth who has a physical or mental disability which, at the time of enrollment, constitutes a substantial barrier to employment, and the individual is unemployed as a result of this disability.

20. OFFENDER: A youth who has been subject to any stage of the criminal justice process, for whom employment and training services may be beneficial or who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or correction.

21. LABOR FORCE STATUS: Circle **only one** category which best describes the youth's labor force status.

1 —**In-School:** A youth who (a) is currently enrolled full-time in, and attending, a secondary, trade, technical, vocational school or community college or is scheduled to attend full-time the next regularly scheduled quarter or semester of any of these schools, or (b) has not completed high school and is scheduled to attend a program leading to a secondary school diploma or its equivalent.

2 —**Underemployed:** A youth who is (a) working part-time but is seeking full-time work, or (b) working full-time but receiving wages, not in excess of the higher of either the OMB poverty level or 70% of the lower living standard income level.

3 —**Unemployed:** A youth who is without a job for at least 7 consecutive days prior to application. The youth shall be considered as being without a job if, during those 7 consecutive days he/she fulfilled **any** of the following four conditions: (a) worked no more than 10 hours **and** earned no more than $30.00 **and** was seeking and available for work; (b) was a client of a sheltered workshop; or a prisoner eligible for, or in, a work release program; or institutionalized in a hospital or similar institution; (c) was a person 18 years of age or older, whose family would be eligible to receive public assistance if both parents were not present in the home; or (d) was a veteran who has not obtained permanent unsubsidized employment since being released from active duty.

4 —**Other:** A youth who meets none of the above categories.

22. UNEMPLOYMENT INSURANCE CLAIMANT: A youth who has filed a claim and has been determined monetarily eligible for benefit payments under one or more State or Federal unemployment insurance programs, and who has not exhausted benefit rights or whose benefit year has not ended.

23. PREVIOUS CETA PARTICIPANT: A youth who has at any time received employment and training services and any related wages or allowances by participating in a program financed locally under the Comprehensive Employment and Training Act (CETA).

24. STEP READING SCORE: The number of correct answers on the 20-item STEP reading test.

LAST JOB:

25. Last Worked: The exact month and year when youth left last job held.

26. Hours Worked Per Week: The number of hours usually worked per week on the youth's last job.

27. Job Title: Write in the name of the job which best describes the work performed by the youth.

28. Hourly Wage: The exact hourly wage earned on last job when last worked (see Q. 25).

29. Subsidized Wage: Last job held by the youth was a temporary position which was part of another CETA program.

PROGRAM STATUS: Information and data on the youth's participation in and termination from the program.

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30. ENTRY DATE: The exact month, day and year a youth first received service from the program.

31. PROGRAM SERVICE GROUP: Definitions for these categories will be determined by ETS. (Do not circle any number in item 31.)

1 —Participant Group 1
2 —Participant Group 2
3 —Participant Group 3
4 —Control Group 1
5 —Control Group 2

32. RECEIVED ACADEMIC CREDIT: The youth is awarded H.S. credit for special work or other program activities adopted by the program.

33. RECEIVED HIGH SCHOOL DIPLOMA: Youth received H.S. Diploma in the course of participating in the demonstration project.

34. RECEIVED GED CERTIFICATION: Youth received GED Certification in the course of participating in the demonstration project.

35. RECEIVED OCCUPATIONAL CERTIFICATE: Youth earned special certification for attaining special job skills meeting standards set by a State or other agency or organization independent of the program.

OTHER PROGRAM PROGRESS: Definitions for these categories will be determined by ETS. (Do not make entries in items 36, 37, and 38.)

36.

37.

38.

TERMINATION

39. Termination Date: Exact month, day and year that a youth was terminated from participation in the program.

40. Total Program Hours: Total number of hours a youth actually attended program activities.

41. Total Program Wages: Total wages and/or allowances received while enrolled in the program.

42. LABOR FORCE STATUS: Circle **only one** category which best describes the youth's labor force status at the time of his/her termination from the program.

1 —**Employed:** A youth who is (a) working part-time and is not seeking full-time work, or (b) working full-time and receiving wages in excess of the higher of either the OMB poverty level or 70% of the lower living standard income level.

2 —**Underemployed:** A youth who is (a) working part-time but is seeking full-time work, or (b) working full-time but receiving wages not in excess of the higher of either the OMB poverty level or 70% of the lower living standard income levels.

3 —**Unemployed:** A youth who has not been placed in or obtained an unsubsidized job, **and** has not worked for more than 10 hours per week earning no more than $30.00 per week **and** is seeking and available for work.

4 —**In School:** A youth who (a) is currently enrolled full-time in, and attending, a secondary, trade, technical, vocational school or community college, or is scheduled to attend full-time the next regularly scheduled quarter or semester of any of these schools, or (b) has not completed high school and is scheduled to attend a program leading to a secondary school diploma or its equivalent.

5 —**Other:** A youth who is working, but meets none of the requirements for the above categories.

6 —**Status Unknown:** A youth who has left the program and cannot be located (this person should also be listed under category 9, item 49 under Non-Positive Termination).

POSITIVE TERMINATION

43. Entered Unsubsidized Employment: Youth has entered employment in the private or public sector and receives wages which are not subsidized under CETA or some other government program.

44. Entry Date: Exact month, day and year that a youth entered unsubsidized employment.

45. Job Title: Write in the name of the job which best describes the work performed by the youth.

46. Hourly Wage: The exact hourly wage earned by the youth on his unsubsidized job.

47. **Hours Worked Per Week:** The number of hours usually worked per week on the youth's unsubsidized job.

48. **OTHER POSITIVE TERMINATION:** Circle **only one** category which best describes the positive termination of youth who has not entered unsubsidized employment.
    1 — **Entered full-time academic or vocational school**
    2 — **Entered a non-CETA funded Manpower Program**
    3 — **Intertitle Transfer:** Youth has entered another CETA program.
    4 — **Completed program objective not involving unsubsidized employment**
    5 — **Entered Armed Forces**

NON POSITIVE TERMINATION

49. **Reason for Termination:** Circle **only one** category which best describes the non-positive termination of youth.
    1 — **Laid off**
    2 — **Health**
    3 — **Pregnancy**
    4 — **Family care**
    5 — **Transportation problems**
    6 — **Moved from area**
    7 — **Refused to continue**
    8 — **Administrative separation**
    9 — **Cannot locate**
    0 — **Other non-positive**

TEST ADMINISTRATOR'S DIRECTIONS

Step

[Before you give the STEP Test, you should have the participants fill out the information in the top left section of the test book.]

"Please print your name on the first line. Then fill in the name of your project or school and the name of the city and state in which your project or school is located. If you are in school now, check whether you are a junior or a senior. Please fill in your age and check male or female. Last, write in today's date."

"Read the directions on the front cover of the test book while I read them aloud."

> Directions
>
> Each question in this test is followed by four suggested answers.
>
> Read each question and decide which one of the four suggested answers is best.
>
> Then circle the letter next to the answer you have chosen.

"Are there any questions?"

SAMPLES

"Read the paragraph and answer the two sample questions below by circling the letter next to the answer you have chosen."

[Allow a few minutes to read the paragraph and complete the two samples.]

The Herring Gull is especially good at seizing food from other birds. It is about twenty-four inches long, and it is the gull that you most often see at the beach. It will often chase a bird that is carrying a fish or a stolen egg home to eat. The Herring Gull keeps attacking the other bird until it drops the egg or the fish. Of course the egg will break if it hits the ground. But Herring Gulls are so fast and agile they can sometimes catch an egg in mid-air.

SAMPLE 1

Which of the following is the best title for this passage?

[✓ A)] How Herring Gulls Get Food
B) Catching Eggs
C) How Herring Gulls Fly Faster Than Other Birds
D) Eating Habits of Birds

SAMPLE 2

How long is a Herring Gull?

A) 12 inches
B) 18 inches
[✓ C)] 24 inches
D) 32 inches

"In SAMPLE 1, the correct answer is A because the passage is about how Herring Gulls get food. Therefore, A is circled."

"In SAMPLE 2, the correct answer is C because the passage states that the Herring Gull is twenty-four inches long. Therefore, C is circled."

"Are there any questions?"

"You will have 15 minutes to answer the questions. Turn to the first question. Begin."

[During the administration, move quietly about the room to see that each person is marking his answers by circling a letter in the test booklet.]

[At the end of 15 minutes, say:]

"STOP! Even if you have not finished you must stop and lay down your pencil."

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ETS ID No. ☐☐-☐☐-☐☐☐☐☐☐

Name ____________________
Last First

Project or School ____________________

City ____________________ State ____________________

Grade (if in school) ☐ Jr. ☐ Sr.

Age __________ Male ☐ Female ☐ Date ____________________

Step

Directions

Each question in this test is followed by four suggested answers.

Read each question and decide which one of the four suggested answers is best.

Then circle the letter next to the answer you have chosen.

SAMPLE

Read the paragraph and answer the two sample questions below by circling the letter next to the answer you have chosen.

> The Herring Gull is especially good at seizing food from other birds. It is about twenty-four inches long, and it is the gull that you most often see at the beach. It will often chase a bird that is carrying a fish or a stolen egg home to eat. The Herring Gull keeps attacking the other bird until it drops the egg or the fish. Of course the egg will break if it hits the ground. But Herring Gulls are so fast and agile they can sometimes catch an egg in mid-air.

SAMPLE 1

Which of the following is the best title for the passage?

[✓ A)] How Herring Gulls Get Food
B) Catching Eggs
C) How Herring Gulls Fly Faster Than Other Birds
D) Eating Habits of Birds

SAMPLE 2

How long is a Herring Gull?

A) 12 inches
B) 18 inches
[✓ C)] 24 inches
D) 32 inches

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Questions 1-5

From loaves lying ready on the table, each person cut a thick slice of bread. This he placed in front of him to serve as a plate, or "trencher." Everyone reached into the serving dishes with both hands and carried the food, sauce and all, as best he could to his trencher.

"Do not dip your fingers into the sauce deeper than the second joint," Lady Alice told Robert when he first came to the castle. "That would not be good manners."

Dogs prowled about the tables, waiting hungrily for bits of food and bones to be thrown to them. They often fought over the scraps.

The floor of the great hall was covered with rushes – reeds cut from the river bank in spring and spread out to lessen the chill of the cold stone. At first this carpeting was soft and fragrant. But it soon became foul with bits of bone and food.

1. What did the people in this passage use as plates?
   - A) Silver
   - B) China
   - C) Bread
   - D) Napkins

2. The floor of the great hall was made of
   - A) stone
   - B) wood
   - C) dirt
   - D) mud

3. Rushes were put on the floor in order to
   - A) cover up the used trenchers
   - B) make the carpet look pretty
   - C) make the floor feel warmer
   - D) keep the dogs away

4. The story takes place in a
   - A) restaurant
   - B) castle
   - C) school
   - D) church

5. The story says that the dogs were
   - A) big
   - B) fast
   - C) hungry
   - D) ugly

Go on to next page ▶

Questions 6-11

Chocolate comes from a white bean produced by the cacao tree. The Aztec Indians first made chocolate by whipping ground, roasted cacao beans in hot water and then adding vanilla, green pepper, and spices. Later the Spanish found that by adding sugar to the ground cacao beans they could make a delicious new drink. This new drink was to become very popular among the kings of Europe. Chocolate was sometimes drunk by sick people as a tonic. Special chocolate houses in Spain, France, Italy, Holland, and England served this new treat to fashionable customers. Now chocolate is a flavor we enjoy in candy, cake, ice cream, and milk shakes.

6. What is the best title for this story?
   - A) How the Spanish Discovered Chocolate
   - B) The History of Chocolate
   - C) Flavors of Candy and Ice Cream
   - D) How to Grow Cacao Trees

7. What did the Aztec Indians put in chocolate?
   - A) Milk
   - B) Sugar
   - C) Whipped cream
   - D) Green pepper

8. The kings of Europe drank chocolate with
   - A) sugar
   - B) spices
   - C) green pepper
   - D) vanilla

9. Tonic in line 10 means
   - A) medicine
   - B) soda
   - C) treat
   - D) candy

10. The first people in the passage to use chocolate were the
    - A) Spanish
    - B) French
    - C) English
    - D) Aztecs

11. Fashionable in line 12 means
    - A) sick
    - B) intelligent
    - C) stylish
    - D) young

Questions 12-14

Early people had little reason for measuring the area of land. They did not have permanent homes and were nomadic. In later years, people began to stay in one place on land that they owned. Therefore, they needed some kind of description or measure of land.

Seeds were the earliest measures of this kind and the amount of land which a given amount of seed would plant became a unit of measure.

A common unit of land measurement today is an acre. At first an acre represented the amount of land a farmer could plow with his oxen in one day. However, this was never a very precise way of measuring the land. An acre still means a certain amount of land in one country and a different amount in other countries.

12. The passage is mostly about
    - A) how land is measured
    - B) how people lived long ago
    - C) why seeds were used to measure land
    - D) why farmers used oxen to plow

13. Nomadic in line 3 means
    - A) farming without modern tools
    - B) moving from place to place
    - C) living in caves
    - D) fighting with other groups of people

14. Why was the use of oxen not a very good way to measure land?
    - A) Different people could plow different amounts of land in a day.
    - B) Some people planted more seeds than other people.
    - C) People did not know how to farm efficiently.
    - D) People did not care how much land they owned.

Go on to next page ▶

Questions 15-20

As a young society woman Mary Cassatt might have done the conventional things, but she was different. She had a passion for drawing and painting; she was determined to be an artist, and a good one, regardless of what family and friends thought.

After several years of studying in Italy, Spain, and Belgium she ended her art pilgrimage by settling in Paris. There she was soon attracted to the work of the artist Degas. His work is known here in America chiefly through copies of his drawings of ballet girls. In a way she became his disciple. She was willing to accept his suggestions and criticisms as she would not accept anyone else's.

More than any other artist of modern times, Mary Cassatt made herself famous by painting the single theme of mother and child.

15. The main purpose of this story is to discuss Mary Cassatt's
    - A) career
    - B) family
    - C) friends
    - D) travels

16. Mary Cassatt is most famous for paintings she did of
    - A) ballet dancers
    - B) scenery in Paris
    - C) scenery in America
    - D) women and their children

17. The word conventional in line 2 means
    - A) humble
    - B) artistic
    - C) miraculous
    - D) usual

18. The word pilgrimage in line 8 means
    - A) journey
    - B) friendship
    - C) purchase
    - D) masterpiece

19. A disciple (line 12) is a person who
    - A) nurses another back to health
    - B) follows the teachings of another
    - C) inspires someone to do great works
    - D) receives money from someone who has died

20. It can be concluded that Mary Cassatt believed that Degas
    - A) was a difficult person to understand
    - B) painted like artists she knew in America
    - C) wanted to go to America
    - D) had good ideas about painting

STOP! If you finish before time is called, you may check your work.

YOUTH PROJECTS

ADMINISTRATOR'S MANUAL

Educational Testing Service
Princeton, New Jersey

NOTE TO THE ADMINISTRATOR

The set of measures in this booklet are to be presented to participants enrolled in your program and to a control (or similarly matched) group of people not enrolled in your program. The booklet includes seven (7) separate measures. The measures are to be administered in the order in which they appear in the booklet. The instrument designations and order of presentation are:

Vocational Attitude Scale (VA) - 30 items
Job Knowledge (JK) - 33 items
Job Holding Skills (JHS) - 11 items
Work Relevant Attitudes Inventory (WRAI) - 16 items
Job Seeking Skills (JSS) - 17 items
Sex Stereotypes of Adult Occupations (SSAO) - 21 items
Self Esteem (SE) - 15 items

These measures are to be administered in an informal manner--unhurried and in a conversational tone. The group of participants should be no larger than 15 to 20 persons. A short break may be taken at the end of section 4 if needed. All seven sections are to be administered at one testing session.

The directions for each section and all items are to be read aloud by the administrator. All answers are to be marked in the test booklets, themselves. Pencils should be used to mark responses in the booklets.

Distribute the booklets and pencils.

ADMINISTRATOR'S DIRECTIONS

Say: We appreciate the fact that you're willing to help us. You may be able to pick up some information about yourself by trying out different kinds of questions and statements you'll see in this booklet. We'd like you to answer all the questions but you don't have to answer any question you feel we have no right to ask. If you think that the correct answer for a question is not given, leave it blank. If you're not sure of an answer, it's OK to guess.

Now, please print your name on the front cover of the booklet. Then fill in the name of your project or school and the name of the city and state in which your project or school is located. If you are in high school now, please check if you are a junior or a senior. If you are not a junior or a senior, leave it blank. Please fill in your age and check male or female. Last, write in today's date.

ADMINISTRATOR'S DIRECTIONS Vocational Attitude Scale (VA)

SAY: Okay, now turn to page 1. Look at the directions in the box at the top of the page. Read them silently while I read them out loud.

> For each statement, if you agree or mostly agree, mark the box under the letter T. If you disagree or mostly disagree, mark the box under the letter F.

VA

Look at number 1. I often daydream about what I want to be, but I really haven't chosen a line of work yet.

If you agree or mostly agree with that statement, mark the box under the letter T. If you disagree or mostly disagree with the statement, mark the box under the letter F.

Look at number 2. Everyone seems to tell me something different; as a result I don't know which kind of work to choose.

Check T if you agree....F if you disagree.

NOTE TO THE ADMINISTRATOR

Continue to read the rest of the statements in the same manner. Check to see that the respondents are following the directions. When the group has completed number 30, go on to the next section.

ADMINISTRATOR'S DIRECTIONS Self Esteem (SE)

SAY: Turn to page 35. Look at the directions in the box at the top of the page. Read them silently while I read them out loud.

> **The pictures that follow show everyday kinds of situations in which a person might be involved. Mark the space next to the way that tells best how you would feel if you were the person in that scene.**

SE

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NOTE TO THE ADMINISTRATOR

When there is a balloon in a picture, read the quotations in the balloon.

SAY: Number 1. If you were the person getting the diploma how would you feel?

The diploma's not going to do anything to help someone like me.

I might get a little better job with the diploma.

I could really have it made with a diploma.

Mark the answer that tells best how you would feel.

NOTE TO THE ADMINISTRATOR

Continue reading the rest of the items in a similar manner.

For each statement, if you agree or mostly agree, mark the box under the letter T. If you disagree or mostly disagree, mark the box under the letter F.

VA

T F
☐ ☐ 1. I often daydream about what I want to be, but I really haven't chosen a line of work yet.

T F
☐ ☐ 2. Everyone seems to tell me something different; as a result I don't know which kind of work to choose.

T F
☐ ☐ 3. It's probably just as easy to be successful in one occupation as it is in another.

T F
☐ ☐ 4. It doesn't matter which job you choose as long as it pays well.

T F
☐ ☐ 5. I plan to follow the line of work my parents suggest.

T F
☐ ☐ 6. You should decide for yourself what kind of work to do.

T F
☐ ☐ 7. There are so many things to consider in choosing an occupation, it is hard to make a decision.

T F
☐ ☐ 8. The best thing to do is to try out several jobs, and then choose the one you like best.

From the Career Maturity Inventory Attitude Scale, Counseling Form B-1 devised by John O. Crites. Modified and reproduced by permission of the publisher, CTB/McGraw-Hill, Del Monte Research Park, Monterey, CA 93940.
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T	F		
☐	☐	9.	There is no point deciding on a job when the future is so uncertain.
☐	☐	10.	There is only one occupation for each person.
☐	☐	11.	Your parents probably know better than anybody else which occupation you should enter.
☐	☐	12.	When it comes to choosing a job, I'll make up my own mind.
☐	☐	13.	I keep changing my occupational choice.
☐	☐	14.	As far as choosing an occupation is concerned, something will come along sooner or later.
☐	☐	15.	I'm not going to worry about choosing an occupation until I'm out of school.
☐	☐	16.	You get into an occupation mostly by chance.
☐	☐	17.	You can't go very far wrong by following your parents' advice about which job to choose.
☐	☐	18.	Choosing an occupation is something you have to do on your own.
☐	☐	19.	I'd rather work than play.
☐	☐	20.	I don't know whether my future occupation will allow me to be the kind of person I want to be.

T F
☐ ☐ 21. It's who you know, not what you know, that's important in a job.

T F
☐ ☐ 22. You shouldn't worry about choosing a job since you don't have anything to say about it anyway.

T F
☐ ☐ 23. I don't want my parents to tell me which occupation I should choose.

T F
☐ ☐ 24. If someone would tell me which occupation to enter, I would feel much better.

T F
☐ ☐ 25. I don't know whether my occupational plans are realistic.

T F
☐ ☐ 26. I have so many interests it's hard to choose any one occupation.

T F
☐ ☐ 27. You should choose a job in which you can someday become famous.

T F
☐ ☐ 28. Entering one job is about the same as entering another.

T F
☐ ☐ 29. Parents usually can choose the most appropriate jobs for their children.

T F
☐ ☐ 30. I feel that I should do what my parents want me to do.

PLEASE STOP HERE.

WAIT TO BE TOLD HOW TO DO THE NEXT GROUP OF QUESTIONS.

ADMINISTRATOR'S DIRECTIONS Job Knowledge (JK)

SAY: Now please turn to page 4. Look at the directions in the box at the top of the page. Read them silently while I read them out loud.

In these exercises you'll see pictures of different jobs and the name of each job. Next to each picture are questions about the job, like how much that job pays or what kind of work you do on that job.

Please answer the questions about each job. For each question, mark the space next to the answer that you think is the right one.

JK

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SAY: Page 4 shows a picture of a cashier.

Number 1. Where would you work on this job most of the time?

In a factory on an assembly line.

In the kitchen of a restaurant.

In a store.

In your own home.

Mark the answer that you think is the right one.

NOTE TO THE ADMINISTRATOR

Continue reading the rest of the questions including the names of the jobs and the responses.

The tools that are pictured in several of the items are not to be read by the administrator.

In these exercises you'll see pictures of different jobs and the name of each job. Next to each picture are questions about the job, like how much that job pays or what kind of work you do on that job.

Please answer the questions about each job. For each question, mark the space next to the answer that you think is the right one.

JK

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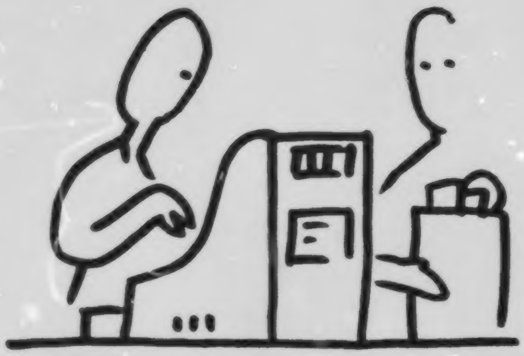


CASHIER

1.

Where would you work on this job most of the time?

○ In a factory on the assembly line

○ In the kitchen of a restaurant

○ In a store

○ In your own home

2.

What kind of work do you think you would do on this job?

○ Design and repair cash registers

○ Check out goods for customers and collect money

○ Operate a copying machine and keep financial records

○ Help people borrow money when they need it

3.

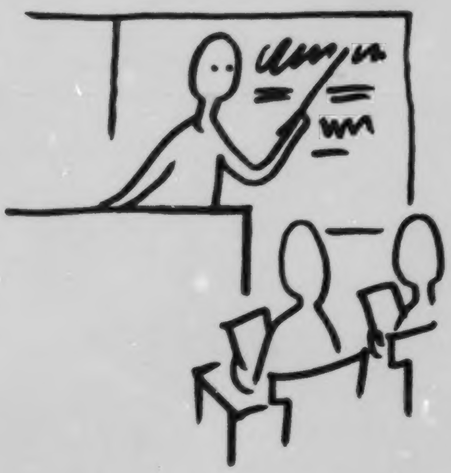
When are you supposed to do the work on this job?

○ Mostly at night from midnight to 8 o'clock in the morning

○ Might be any hours—day or night, weekdays or weekends

○ Only weekends—all day Friday, Saturday and Sunday

○ Only during the day from Monday to Friday



SCHOOL TEACHER

4.

When are you supposed to do the work on this job?

○ Monday to Friday, from about 8 o'clock in the morning to 4 o'clock in the afternoon

○ Mostly at night from about midnight to 8 o'clock in the morning for 5 days a week

○ Any kind of hours day or night from Monday to Friday

○ Only at nights and on weekends

5.

About how much would you get paid when you start on this job full-time?

○ $6.75 to $7.50 an hour

○ $1.25 to $1.65 an hour

○ $2.00 to 2.65 an hour

○ $3.75 to $4.25 an hour

6.

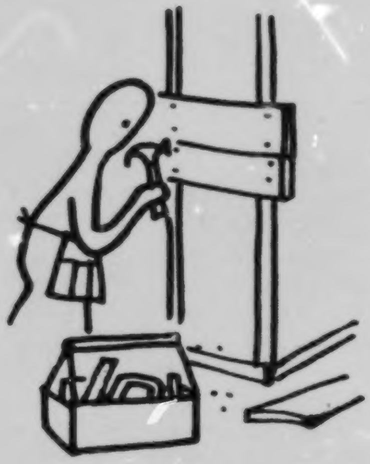
How much schooling do you think you'd need to get this job?

○ Grade school only

○ A high school diploma only

○ A college degree

○ No special schooling



CARPENTER

7.

Where would you work on this job most of the time?

○ In your own home

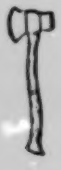
○ In a garage or service station

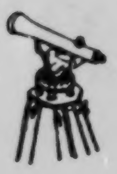
○ In a factory on an assembly line

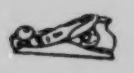
○ Outdoors, where new houses are being built

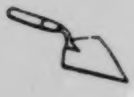
8.

Which one of these tools would you use in this kind of work?

○ 

○ 

○ 

○ 

9.

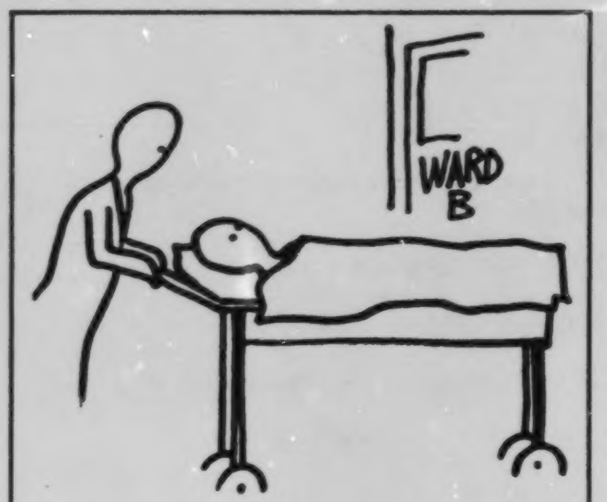
When are you supposed to do the work on this job?

○ Any hours of the day or night

○ Mostly during the day from about 8 o'clock in the morning to 4 o'clock in the afternoon

○ Mostly at night from about midnight to 8 o'clock in the morning

○ Only on weekends—Friday, Saturday and Sunday



HOSPITAL ATTENDANT

10.

When are you supposed to do the work on this job?

○ Only during the day—from about 8 o'clock in the morning to 5 o'clock in the afternoon

○ Only at night—from about midnight to 8 o'clock in the morning

○ Might be any days or almost any hours during the day or night

○ Every Friday, Saturday and Sunday only—either during the day or at night

11.

What kind of work do you think you would do on this job?

○ Decide what medicine a sick person should take

○ Help a sick person by feeding him

○ Do blood tests to tell what is wrong with a sick person

○ Give examinations to tell if someone is sick

12.

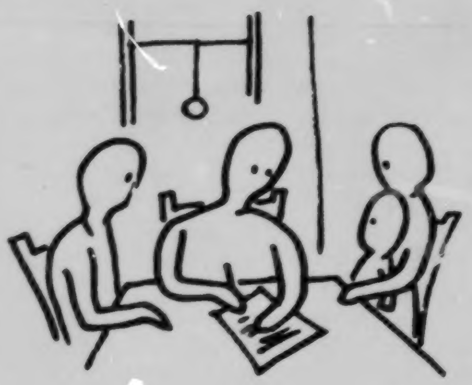
About how much would you get paid when you start on this job full-time?

○ $4.25 to $4.75 an hour

○ More than $5.00 an hour

○ $2.90 to $3.50 an hour

○ $1.85 to $2.25 an hour



SOCIAL WORKER

13.

What kind of work do you think you would do on this job?

○ Give medicine to sick people

○ Teach people how to read and write

○ Talk with people about their problems

○ Arrest people who commit crimes

14.

About how much would you get paid when you start on this job full-time?

○ $6.00 to $7.00 an hour

○ $2.25 to $2.75 an hour

○ Over $8.00 an hour

○ $4.00 to $4.75 an hour

15.

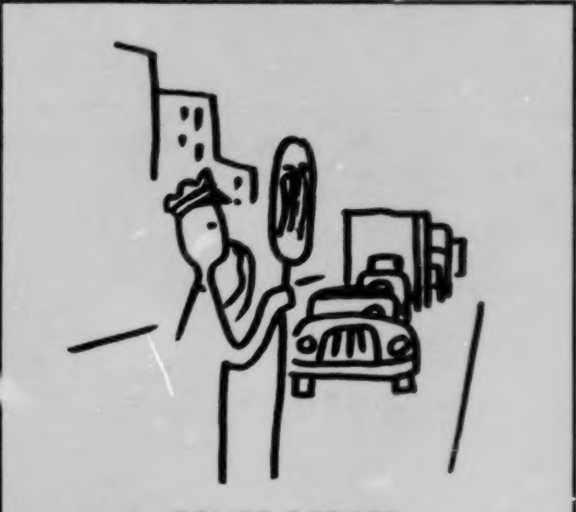
How much schooling do you think you'd need to get this job?

○ No special schooling

○ A college degree

○ A trade school certificate

○ Grade school only



POLICE OFFICER

16.

When are you supposed to do the work on this job?

○ Only during the day from about 8 o'clock in the morning to about 5 o'clock in the afternoon

○ Could be any days or any hours during the day or night

○ Whatever hours you feel like working

○ Only at nights from about midnight to 8 o'clock in the morning

17.

How much schooling do you think you'd need to get this job?

○ High school diploma

○ Grade school only

○ Trade school certificate

○ No special schooling

18.

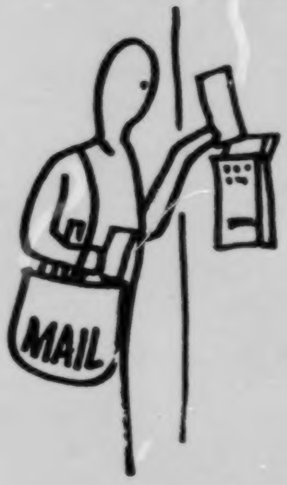
Where would you work on this job most of the time?

○ In a factory on an assembly line

○ In your own home

○ Outdoors on a farm

○ Outdoors in a city



MAIL CARRIER

19.

About how much would you get paid when you start on this job full-time?

○ $3.75 to $4.25 an hour

○ $1.30 to $1.65 an hour

○ $2.20 to $2.50 an hour

○ $8.50 to $9.25 an hour

20.

What kind of work do you think you would do on this job?

○ Keep records of all letters received in a post office

○ Sell stamps in a post office

○ Sort letters and deliver them to people

○ Fix mail-sorting machines when they break down

21.

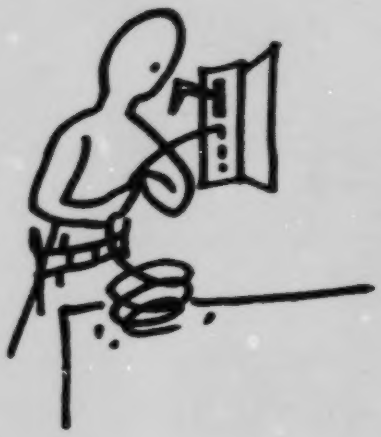
When are you supposed to do the work on this job?

○ Only at night—from about midnight to 8 o'clock in the morning

○ Might be any day or any hours during the day or night

○ Mostly during the week from about 8 o'clock in the morning to 5 o'clock in the afternoon

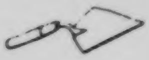
○ Every Friday, Saturday, and Sunday only

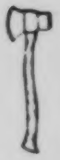


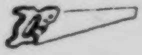
ELECTRICIAN

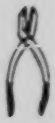
22.

Which one of these tools would you use in this kind of work?

○ 

○ 

○ 

○ 

23.

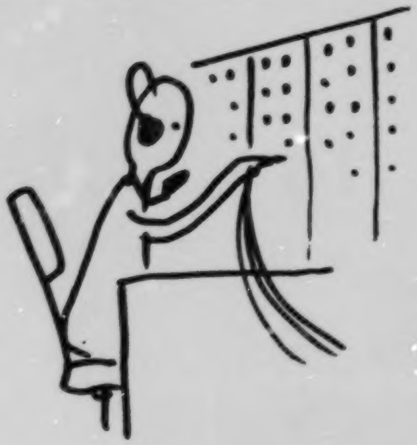
How much schooling do you think you'd need to get this job?

- ○ No special schooling
- ○ At least a college degree and special schooling
- ○ Only a grade school diploma
- ○ A trade school certificate and training on the job

24.

About how much would you get paid when you start on this job full-time?

- ○ $6.00 to $6.75 an hour
- ○ $2.60 to $3.50 an hour
- ○ $7.90 to $11.50 an hour
- ○ $4.00 to $5.25 an hour



TELEPHONE OPERATOR

25.

Where would you work on this job most of the time?

○ In a factory, on an assembly line

○ In a shop, like a hardware store

○ In your own home

○ In a building, like an office building

26.

About how much would you get paid when you start on this job full-time?

○ $4.85 to $5.25 an hour

○ $1.75 to $2.25 an hour

○ $3.25 to $4.00 an hour

○ $5.90 to $6.75 an hour

27.

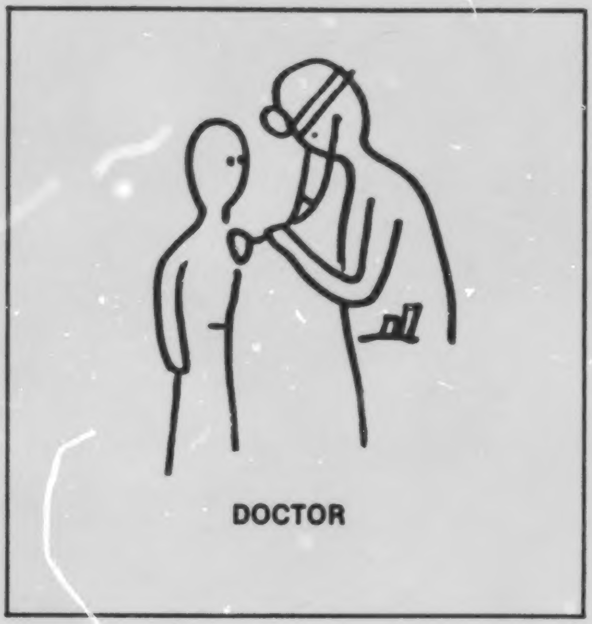
What kind of work do you think you would do on this job?

○ Fix broken telephones

○ Help people make telephone calls

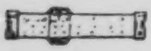
○ Send telephone bills to people

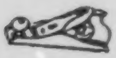
○ Help design new telephones

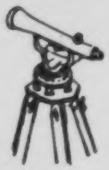


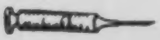
28.

Which one of these tools would you use in this kind of work?

○ 

○ 

○ 

○ 

29.

How much schooling do you think you'd need to get this job?

○ A high school diploma only

○ A college degree and special training

○ Trade school certificate and special training

○ Grade school only

30.

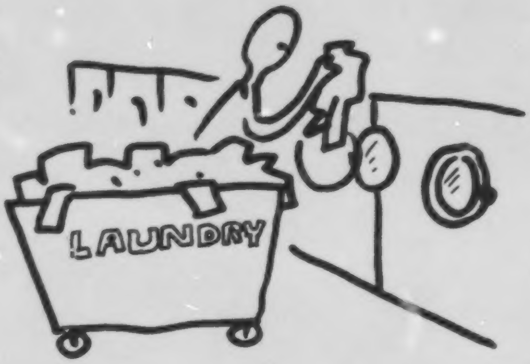
When are you supposed to do the work on this job?

○ Only from about 8 o'clock in the morning to 5 o'clock in the afternoon

○ Almost any hours during the night or day

○ Nights only from midnight to 8 o'clock in the morning

○ Only on weekends—Friday, Saturday and Sunday



LAUNDRY WORKER

31.

When are you supposed to do the work on this job?

○ Nights only from about midnight to 8 o'clock in the morning

○ Weekends only—Friday, Saturday and Sunday

○ Whatever hours you feel like working

○ Mostly during the day from about 8 o'clock in the morning to 5 o'clock in the afternoon

32.

About how much would you get paid when you start on this job full-time?

○ More than $5.00 an hour

○ $1.75 to $2.25 an hour

○ $1.00 to $1.40 an hour

○ $2.75 to $3.25 an hour

33.

How much schooling do you think you'd need to get this job?

○ High school diploma

○ Trade school certificate

○ College degree

○ No special schooling

PLEASE STOP HERE.
WAIT TO BE TOLD HOW TO DO THE NEXT GROUP OF QUESTIONS.

SAY: Turn to page 15. Look at the directions in the box at the top of the page. Read them silently while I read them out loud.

The questions that follow are to find out how much you know about how people should act on a job—and what you might do on a job when certain things happen.

JHS

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SAY: Number 1. If you feel too sick to go to work one day, would you call and let the boss know?

I wouldn't bother - it wouldn't make any difference to the boss.

I might call if I happened to think of it.

I would always call - otherwise the boss would get sore.

Mark the answer that tells what you would do.

NOTE TO THE ADMINISTRATOR

Where there is a balloon in a picture read the quotations in the balloon. Continue reading the rest of the items in the same manner.

The questions that follow are to find out how much you know about how people should act on a job—and what you might do on a job when certain things happen.

JHS

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1.

If you feel too sick to go to work one day, would you call and let the boss know?

○ I wouldn't bother—it wouldn't make any difference to the boss.

○ I might call if I happened to think of it.

○ I would always call—otherwise the boss would get sore.

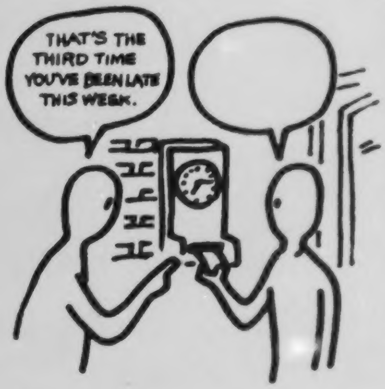
2.

If you're short of money before payday each week, would you borrow what you need from somebody at work?

○ I would do that anytime I felt like it.

○ I might do that sometimes.

○ I would never try to do that at work.


THAT'S THE THIRD TIME YOU'VE BEEN LATE THIS WEEK.

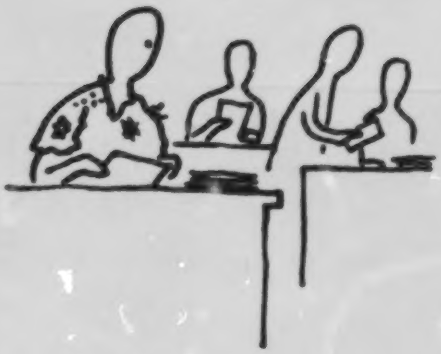
3.

What would you say to a boss who said this to you?

○ Sorry, I'll try to get here on time from now on.

○ It's tough for me to make it here on time but I'll try.

○ I do my work—what's the difference if I'm late.



4.

How do you feel about this person who's dressed in a sloppy way at work?

○ It doesn't matter how you dress as long as you do your job.

○ You should dress sharper than the rest so you stand out and are noticed.

○ You should dress about the same way as the other people and look neat.

5.

How do you feel about placing a few bets each day at work?

○ I wouldn't do that—most bosses wouldn't like it.

○ There's nothing wrong with it—a boss wouldn't mind.

○ I might do that sometimes—but I wouldn't overdo it.

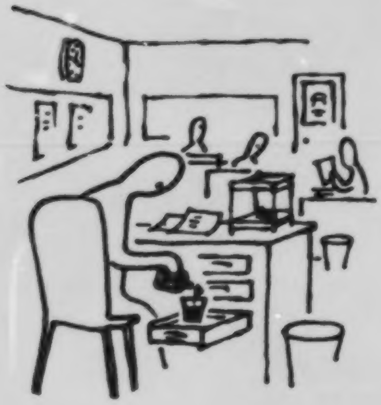
6.

When someone who's the boss gives you a lot of orders about what to do, how do you feel?

○ It rubs me the wrong way to take orders and I usually let the boss know it.

○ I don't like taking orders, but I'll do it if the boss doesn't push it too far.

○ I usually don't mind. The boss's job is to give orders.



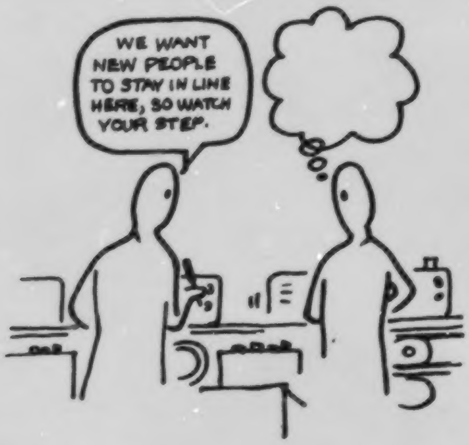
7.

How do you feel about someone taking a drink this way on the job?

○ It's okay, if you try not to get caught too often.

○ You should never do it—a boss wouldn't like it.

○ It's your own business when you take a drink—most bosses wouldn't mind.


WE WANT NEW PEOPLE TO STAY IN LINE HERE, SO WATCH YOUR STEP.

8.

What would you think if someone working next to you said this?

○ That person better lay off or I'll hit 'em right now.

○ I'm going to quit this job if the people here bug me.

○ I won't look for trouble, I'll just ignore it.

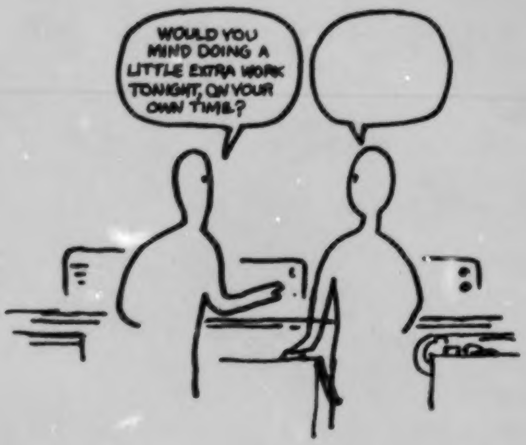
9.

If you get a paycheck and you think the amount is wrong what would you do?

○ Let it go. It doesn't pay to make a fuss.

○ Go tell the boss he or she's a thief.

○ Tell the person who gives out the pay that you think there's a mistake.


WOULD YOU MIND DOING A LITTLE EXTRA WORK TONIGHT, ON YOUR OWN TIME?

10.

What would you say if the boss asked you this?

○ **Not me, I only work if I'm paid to do it.**

○ **I would do it if I could get some extra time off.**

○ **It's too much trouble for me to work after regular hours.**

11.

If you finish the work that's given to you in the morning and the boss doesn't tell you what to do the rest of the day—what would you do?

○ **Just knock off and relax. It's best to work only when you're told what to do.**

○ **Look for something else that needs doing on the job or maybe help somebody else with their work.**

○ **Try to look like I'm working at something so the boss won't think I'm goofing off.**

PLEASE STOP HERE.
WAIT TO BE TOLD HOW TO DO THE NEXT GROUP OF QUESTIONS.

SAY: Turn to page 19. Look at the directions in the box at the top of the page. Read them silently while I read them out loud.

> The statements that follow have to do with ways you feel about yourself, about other people and getting along with them. For each statement mark the box next to the way that tells how you feel.

WRAI

SAY: Number 1. You feel that you have little influence over the things that happen to you.

Strongly agree.

Somewhat agree.

Somewhat disagree.

Strongly disagree.

Mark the way that tells how you feel.

> NOTE TO THE ADMINISTRATOR
>
> Continue reading the rest of the items in the same manner.

The statements that follow have to do with ways you feel about yourself, about other people and getting along with them. For each statement mark the box next to the way that tells how you feel.

WRAI

1. You feel that you have little influence over the things that happen to you.

☐ strongly agree
☐ somewhat agree
☐ somewhat disagree
☐ strongly disagree

2. You don't get much fun out of life.

☐ strongly agree
☐ somewhat agree
☐ somewhat disagree
☐ strongly disagree

3. Becoming a success is mainly a matter of luck; hard work doesn't help very much.

☐ strongly agree
☐ somewhat agree
☐ somewhat disagree
☐ strongly disagree

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4. You feel that you are as capable and smart as most people.

   ☐ strongly agree
   ☐ somewhat agree
   ☐ somewhat disagree
   ☐ strongly disagree

5. The wise person lives for today and lets tomorrow take care of itself.

   ☐ strongly agree
   ☐ somewhat agree
   ☐ somewhat disagree
   ☐ strongly disagree

6. It is hard to get ahead without breaking the law now and then.

   ☐ strongly agree
   ☐ somewhat agree
   ☐ somewhat disagree
   ☐ strongly disagree

7. Most people cannot be trusted.

   ☐ strongly agree
   ☐ somewhat agree
   ☐ somewhat disagree
   ☐ strongly disagree

8. Most bosses have it in for you and give you a hard time.

   ☐ strongly agree
   ☐ somewhat agree
   ☐ somewhat disagree
   ☐ strongly disagree

9. Most work is dull and boring.

☐ strongly agree
☐ somewhat agree
☐ somewhat disagree
☐ strongly disagree

10. You feel happy.

☐ almost always
☐ usually
☐ sometimes
☐ almost never

11. Teachers have had it in for you and have given you a hard time.

☐ almost always
☐ usually
☐ sometimes
☐ almost never

12. You feel that you are a failure.

☐ almost always
☐ usually
☐ sometimes
☐ almost never

13. During your spare time, you have something to do that you like doing.

☐ almost always
☐ usually
☐ sometimes
☐ almost never

14. You get even with people who wrong you as soon as you can.

- ☐ almost always
- ☐ usually
- ☐ sometimes
- ☐ almost never

15. Would you say that your chances of becoming a respected and law abiding member of your community are:

- ☐ excellent
- ☐ reasonably good
- ☐ not very good
- ☐ very unlikely

16. How many enemies do you feel you have:

- ☐ a great many
- ☐ some
- ☐ a few
- ☐ almost none

PLEASE STOP HERE.
WAIT TO BE TOLD HOW TO DO THE NEXT GROUP OF QUESTIONS.

SAY: Turn to page 23. Look at the directions in the box at the top of the page. Read them silently while I read them out loud.

The questions that follow are to find out how much you know about looking for jobs. For each question, mark the space next to the answer that you think is the right one.

JSS

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SAY: Number 1. If you go to the State Employment Service to help you find a job - what would they charge if they found a job for you?

They would charge one week's pay.

They would charge whatever you can afford.

It doesn't cost you anything.

They would charge half a week's pay.

Mark the answer that you think is the right one.

NOTE TO THE ADMINISTRATOR

Continue to read the rest of the items in the same manner.

The questions that follow are to find out how much you know about looking for jobs. For each question, mark the space next to the answer that you think is the right one.

JSS

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1.

If you go to the State Employment Service to help you find a job—what would they charge if they found a job for you?

○ **They would charge one week's pay.**

○ **They would charge whatever you can afford.**

/ ○ **It doesn't cost you anything.**

○ **They would charge half of a week's pay.**

2.

On which day are there more "help wanted" ads for jobs in the newspaper?

○ **On Sunday**

○ **On Saturday**

○ **It's the same any day**

○ **On Tuesday**

NOTE TO THE ADMINISTRATOR

In the following sets of questions, do not read material in want ads or any content of application blanks.

SAY: Beginning with question 3 we're going to look at some job "want ads" -- like the kind that you see in the newspaper when someone wants to hire people for jobs. Read the first want ad on your own and then I'll read the questions to you that ask about what's in the want ad.

NOTE TO THE ADMINISTRATOR

Allow approximately 30 seconds for reading of the ad.

KEYPUNCH
NITES
MONDAY THROUGH FRIDAY
Minimum 1-2 Yrs Exp

GOOD STARTING SALARY
EXCELLENT COMPANY BENEFITS
IMMEDIATE 20% DISCOUNT
ON ALL FASHIONABLE MDSE
For appointment call:
OR 5-1000, EXT 477

Worthman Smith

560 Washington St. N.Y.C.
(IRT 7th Ave Local Houston St sta)

3.

How much experience would you need for this job?

○ **You don't need any experience.**

○ **At least one or two years.**

○ **Less than a year.**

○ **At least five years' experience.**

4.

What kind of benefits do you get on this job?

○ **You can make free telephone calls.**

○ **You get your lunch free.**

○ **You can buy things cheaper than the regular price.**

○ **They pay your carfare to get to work.**

5.

When would you work on this job?

○ **Weekends—Friday, Saturday and Sunday.**

○ **During the day from 8 o'clock in the morning to five o'clock in the afternoon.**

○ **Five nights a week.**

○ **Sometimes during the day, sometimes at night.**

NOTE TO ADMINISTRATOR

Follow the same procedure for the want ads for questions 6, 7, and 8, and for 9, 10, and 11.

SALES HELP WANTED
SALESPERSON
CAMERAS
APPLIANCES
RADIO & TV

ROBERTSON'S
VALLEY STREAM

Top notch experienced sales person needed for our newest store in the Green Acres Shopping Center.

1 PM—10 PM, 5 days
or
6 PM—10 PM
High Salary + PMs

Opportunity to Advance
Excellent Benefit Program
Apply at
Employment Office
460 Sunrise Hwy, Valley Sam
An Equal Opportunity Employer

6.

What would you do on this job?

○ **Fix cameras and radios.**

○ **Sell things in a store.**

○ **Teach people how to drive a car.**

○ **Sell houses to people.**

7.

What would you do to get this job?

○ **Write a letter to the manager of the place.**

○ **Call the telephone number given in this ad.**

○ **Call the State Employment Service and tell them you want to apply.**

○ **Go to the address given in the ad and ask about the job.**

8.

When would you work on this job?

○ **In the mornings for five days a week.**

○ **At night, on the weekends only.**

○ **Any hours or any days you want to pick.**

○ **In the afternoon or at night for five days a week.**

MAIL CLERK

ADV. AGENCY

Handle distribution of mail & outside deliveries. Neat appearance. HS grad or mature person. Good advancement opty for alert person.

RADIO CITY AREA

Ms. Morse Circle 5-1000

9.

Where would you work on this job?

○ **In a department store.**

○ **In an office.**

○ **In a factory.**

○ **In your own home.**

10.

What would you do to get this job?

○ **Call the State Employment Service and ask them about the job.**

○ **Write a letter to the place that has the job.**

○ **Go to the place yourself and ask about the job.**

○ **Call the place on the phone.**

11.

What would you do in this job?

○ **Sell things in a store.**

○ **Write letters and mail them.**

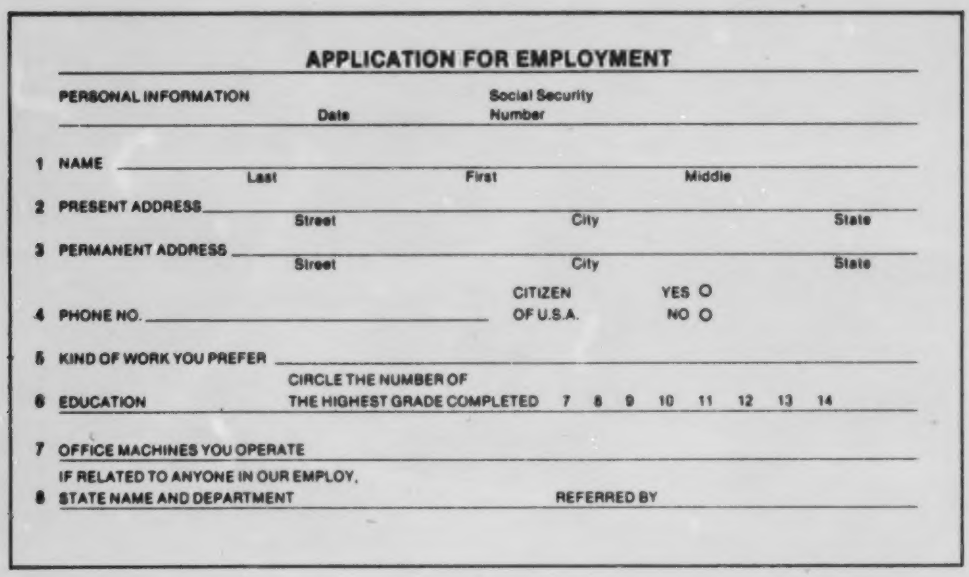
○ **Sort mail and make deliveries.**

○ **Fix adding machines and typewriters.**

SAY: Questions 12 through 17 are about parts of an application blank--like the kind you fill out when you go to get hired for a job. Look at this part of the application blank and the things it asks you to fill out.

NOTE TO THE ADMINISTRATOR

Allow approximately 30 to 45 seconds for the group to look over the blank. Then read each question and alternatives.



APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION Date Social Security Number

1 NAME Last First Middle

2 PRESENT ADDRESS Street City State

3 PERMANENT ADDRESS Street City State

4 PHONE NO. CITIZEN OF U.S.A. YES ○ NO ○

5 KIND OF WORK YOU PREFER

6 EDUCATION CIRCLE THE NUMBER OF THE HIGHEST GRADE COMPLETED 7 8 9 10 11 12 13 14

7 OFFICE MACHINES YOU OPERATE

8 IF RELATED TO ANYONE IN OUR EMPLOY, STATE NAME AND DEPARTMENT REFERRED BY

12.

If you finished high school and got your diploma, which number would you circle on line 6?

- ○ **8**
- ○ **11**
- ○ **12**
- ○ **14**

13.

What would you put on line number 2 where it says "present address?"

- ○ **The address of the place where you live now**
- ○ **The address where a friend lives.**
- ○ **The address of the place where you're applying for the job.**
- ○ **The address of the place where you worked last.**

14.

If you have an uncle who works for this place and he told you about coming here to apply for a job, where would you write your uncle's name?

- ○ **Line 1**
- ○ **Line 4**
- ○ **Line 7**
- ○ **Line 8**

SAY: Now look at the next application blank on page 28 that someone filled out. Read that over.

NOTE TO THE ADMINISTRATOR

Allow about one minute for the group to look over the material. Then read each question and alternatives.

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM May 1977 TO Present	Joy Manufacturing Co. 55 Eaton Place Chicago, Illinois	$4.00	Parts Assembler	Still employed
FROM Jan 1977 TO May 1977	White's Dept. Store 735 Walton Blvd. Chicago, Illinois	$2.90	Packer	Wanted better job
FROM July 1976 TO Nov 1976	West Side Housing Project 12 W. South Street Moline, Illinois	$2.50	Maintenance Helper	Wanted more money
FROM Mar 1976 TO May 1976	Speed Messenger Service 15 State Street Chicago, Illinois	$2.20	Messenger	Wanted more money

EMPLOYMENT DESIRED

POSITION A DATE YOU CAN START Anytime SALARY DESIRED $4.50

ARE YOU EMPLOYED NOW? Yes IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER Yes

EVER APPLIED TO THIS COMPANY BEFORE? No WHERE B WHEN

15.

What job did this person hold right before the job he or she holds now?

- ○ Packer
- ○ Maintenance helper
- ○ Messenger
- ○ Parts Assembler

16.

In the blank where the A is, which of these things would make sense if you wrote it?

- ○ 247 Jay Street
- ○ $4.40 an hour
- ○ Sales person
- ○ No night work

17.

What should be put in the place marked B?

- ○ Don't put anything.
- ○ Other places the person applied for jobs.
- ○ Where the person worked last.
- ○ Where the person lives.

PLEASE STOP HERE.
WAIT TO BE TOLD HOW TO DO THE NEXT GROUP OF QUESTIONS.

SAY: Now turn to page 29.

Look at the directions in the box at the top of the page. Read them silently while I read them out loud.

> The statements that follow give the names of jobs that people do and tell a little about the job. After each job it asks who you think SHOULD do that job. Answer the question by putting a mark in the box that tells how you feel about who should do the job.

SSAO

SAY: Number 1. Sewing maching operators are people who sew clothing on machines to sell to other people.

Who do you think should be sewing machine operators?

Only women.

More women than men.

About the same number of men and women.

More men than women.

Only men.

Mark the answer that tells how you feel about who should do the job.

NOTE TO THE ADMINISTRATOR

Continue reading the rest of the items in a similar manner.

The statements that follow give the names of jobs that people do and tell a little about the job. After each job it asks who you think SHOULD do that job. Answer the question by putting a mark in the box that tells how you feel about who should do the job.

SSAO

1. Sewing machine operators are people who sew clothing on machines to sell to other people.

   Who do you think SHOULD be sewing machine operators?

   ☐ Only women
   ☐ More women than men
   ☐ About the same number of men and women
   ☐ More men than women
   ☐ Only men

2. Fire fighters work at putting out fires.

   Who do you think SHOULD be fire fighters?

   ☐ Only women
   ☐ More women than men
   ☐ About the same number of men and women
   ☐ More men than women
   ☐ Only men

3. Airplane pilots are people whose job is flying airplanes.

   Who do you think SHOULD be airplane pilots?

   ☐ Only women
   ☐ More women than men
   ☐ About the same number of men and women
   ☐ More men than women
   ☐ Only men

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4. Grade school teachers are people who teach kindergarten or one of the first six grades.

Who do you think SHOULD be grade school teachers?

☐ Only women
☐ More women than men
☐ About the same number of men and women
☐ More men than women
☐ Only men

5. Nurses help take care of people when they're hurt or sick.

Who do you think SHOULD be nurses?

☐ Only women
☐ More women than men
☐ About the same number of men and women
☐ More men than women
☐ Only men

6. Store salespeople work in shops or stores selling things to their customers.

Who do you think SHOULD be store salespeople?

☐ Only women
☐ More women than men
☐ About the same number of men and women
☐ More men than women
☐ Only men

7. Train engineers are people who are paid to drive trains.

Who do you think SHOULD be train engineers?

☐ Only women
☐ More women than men
☐ About the same number of men and women
☐ More men than women
☐ Only men

8. Elevator operators are people who are paid to run elevators, taking people up and down in tall buildings.

Who do you think SHOULD be elevator operators?

☐ Only women
☐ More women than men
☐ About the same number of men and women
☐ More men than women
☐ Only men

9. Mail carriers bring mail to homes and businesses.

Who do you think SHOULD be mail carriers?

☐ Only women
☐ More women than men
☐ About the same number of men and women
☐ More men than women
☐ Only men

10. Ballet dancers are people who work performing for others by dancing gracefully to music.

Who do you think SHOULD be ballet dancers?

☐ Only women
☐ More women than men
☐ About the same number of men and women
☐ More men than women
☐ Only men

11. Writers are people whose job is using written words to tell others about their thoughts and feelings. They write books, stories, plays, and poems.

Who do you think SHOULD be writers?

☐ Only women
☐ More women than men
☐ About the same number of men and women
☐ More men than women
☐ Only men

12. Carpenters are people who make things out of wood to sell.

Who do you think SHOULD be carpenters?

☐ Only women
☐ More women than men
☐ About the same number of men and women
☐ More men than women
☐ Only men

13. Librarians are people who work in libraries checking books in and out.

Who do you think SHOULD be librarians?

☐ Only women
☐ More women than men
☐ About the same number of men and women
☐ More men than women
☐ Only men

14. House cleaners are people who are paid to keep other people's houses clean.

Who do you think SHOULD be house cleaners?

☐ Only women
☐ More women than men
☐ About the same number of men and women
☐ More men than women
☐ Only men

15. Secretaries are people who work in offices answering telephones, typing letters and papers, and greeting visitors to their offices.

Who do you think SHOULD be secretaries?

☐ Only women
☐ More women than men
☐ About the same number of men and women
☐ More men than women
☐ Only men

16. Plumbers are people who fix pipes in houses and other buildings.

Who do you think SHOULD be plumbers?

☐ Only women
☐ More women than men
☐ About the same number of men and women
☐ More men than women
☐ Only men

17. Football coaches are people who coach football teams.

Who do you think SHOULD be football coaches?

☐ Only women
☐ More women than men
☐ About the same number of men and women
☐ More men than women
☐ Only men

18. Restaurant cooks are people who fix meals for the restaurant's customers.

Who do you think SHOULD be restaurant cooks?

☐ Only women
☐ More women than men
☐ About the same number of men and women
☐ More men than women
☐ Only men

19. Bus drivers are people who drive buses, collect tickets or money, and give directions and information to the passengers.

Who do you think SHOULD be bus drivers?

☐ Only women
☐ More women than men
☐ About the same number of men and women
☐ More men than women
☐ Only men

20. Ship captains are people who are in charge of large boats.

Who do you think SHOULD be ship captains?

- ☐ Only women
- ☐ More women than men
- ☐ About the same number of men and women
- ☐ More men than women
- ☐ Only men

21. Airplane attendants work on airplanes serving food and drinks. They make sure the passengers are safe and comfortable.

Who do you think SHOULD be airplane attendants?

- ☐ Only women
- ☐ More women than men
- ☐ About the same number of men and women
- ☐ More men than women
- ☐ Only men

PLEASE STOP HERE.
WAIT TO BE TOLD HOW TO DO THE NEXT GROUP OF QUESTIONS.

The pictures that follow show everyday kinds of situations in which a person might be involved.

Mark the space next to the way that tells best how you would feel if you were the person in that scene.

SE

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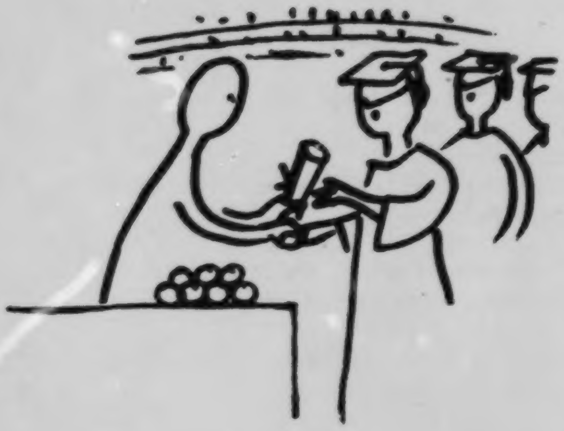
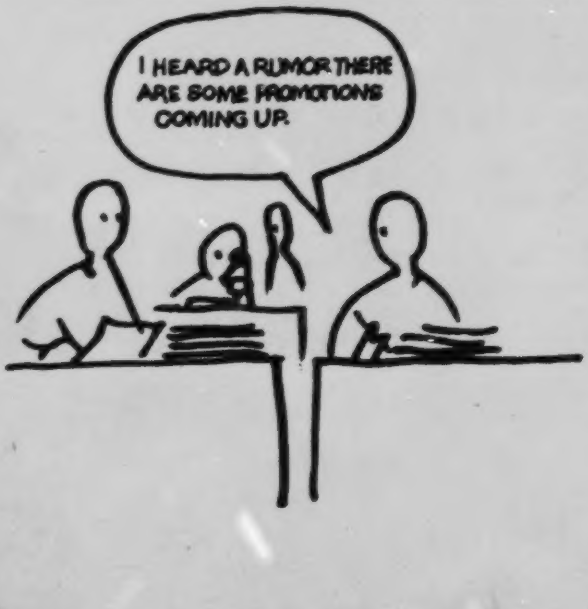


1.

If you were the person getting the diploma how would you feel?

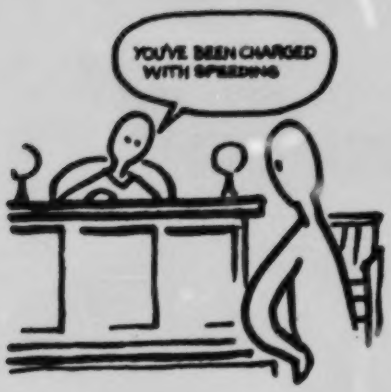
- ○ The diploma's not going to do anything to help someone like me.
- ○ I might get a little better job with the diploma.
- ○ I could really have it made with a diploma.


I HEARD A RUMOR THERE ARE SOME PROMOTIONS COMING UP.

2.

What would you think if someone at the job said this to you?

- ○ I would probably be the last person they would give a promotion to.
- ○ I would be one of the first people to get promoted on a job.
- ○ I might stand a chance for getting a promotion.


YOU'VE BEEN CHARGED WITH SPEEDING

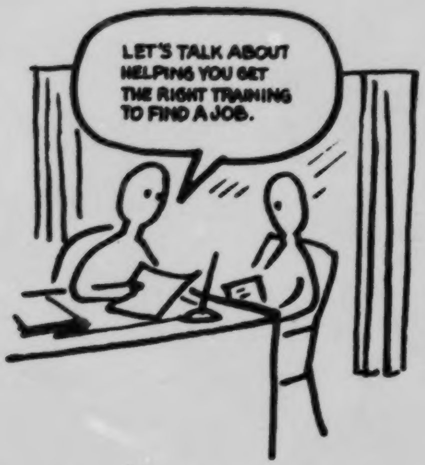
3.

How do you think you'd make out if you were in court?

○ The judge would probably go easy with me—I'm worth giving a chance.

○ I would probably get the worst possible punishment there is.

○ I would probably get a small fine—but nothing too bad.


LET'S TALK ABOUT HELPING YOU GET THE RIGHT TRAINING TO FIND A JOB.

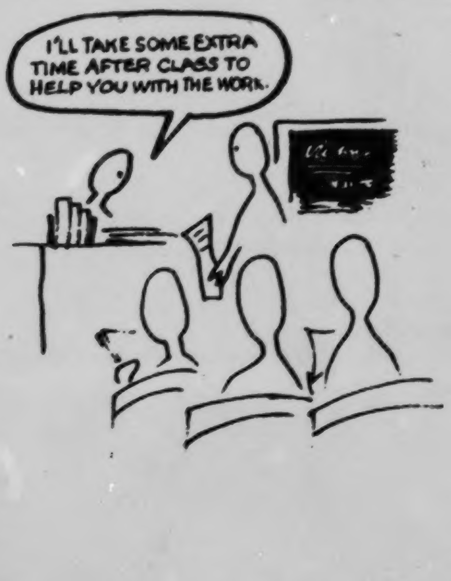
4.

If you were the person the counselor was trying to help, how would you feel?

○ There's probably nothing much the counselor could do for me.

○ I know I could make good on a job if the counselor helped me get the right training.

○ I might stand some chance on a job if I could get some kind of training.


I'LL TAKE SOME EXTRA TIME AFTER CLASS TO HELP YOU WITH THE WORK.

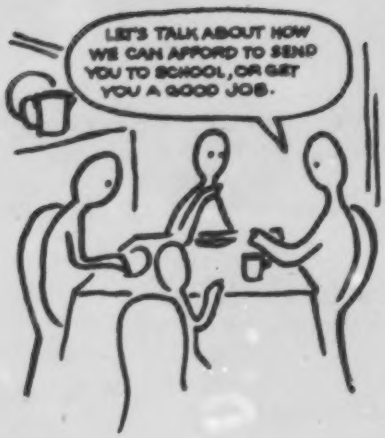
5.

How would you feel if the teacher said this to you?

○ It wouldn't do any good—I wouldn't learn anything anyway.

○ It's always worth trying—I can learn with some help.

○ I'll try, but it might be a waste of time.


LET'S TALK ABOUT HOW WE CAN AFFORD TO SEND YOU TO SCHOOL, OR GET YOU A GOOD JOB.

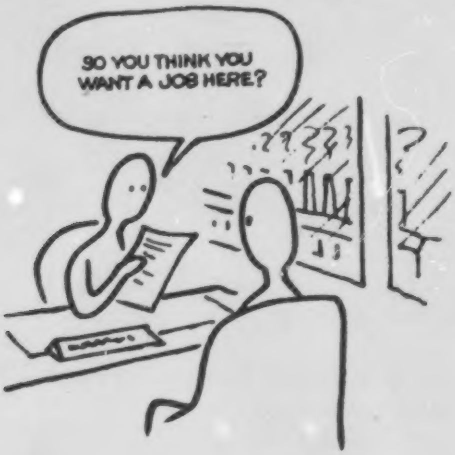
6.

What would you think if one of your parents told you this?

○ I could really make good if my family was willing to make plans with me and back me up.

○ Planning out my future with my family wouldn't do any good—I wouldn't make it anyway.

○ Maybe I could make it if my family backed me up—but I have my doubts.


SO YOU THINK YOU WANT A JOB HERE?

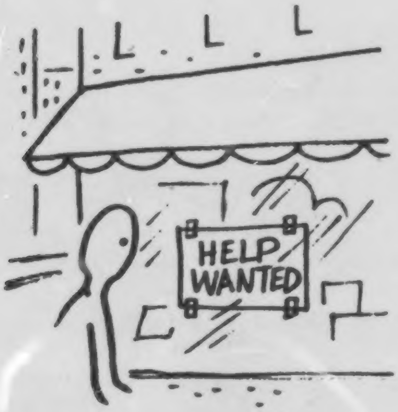
7.

How do you think you'd make out if a job interviewer said this to you?

○ They would probably tell me I'm someone they can't use.

○ I think they would offer me a pretty good job.

○ They might offer me some kind of a job—but nothing too good.


HELP WANTED

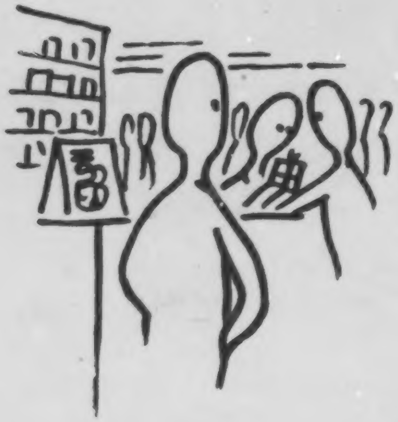
8.

How would you feel if you saw this sign?

○ I might try for a job in that store, but they probably wouldn't want me.

○ They would turn me down cold and wouldn't think I'm worth giving a chance.

○ They would think I'm worth hiring for a job in that store.



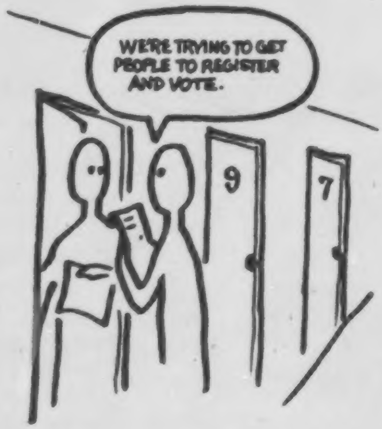
9.

What usually happens if you are waiting to be taken care of in a store?

○ I usually wait until the sales person gets around to paying attention to me.

○ I would walk away if the sales person is busy—they usually treat me like nothing.

○ I usually demand good service and expect to be waited on right away.


WE'RE TRYING TO GET PEOPLE TO REGISTER AND VOTE.
9
7

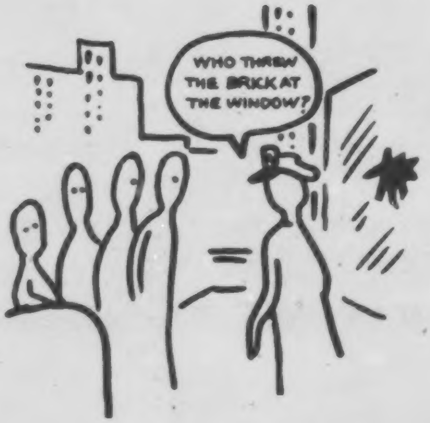
10.

What would you do if someone came to your door and said this?

○ I would register and vote—it's the only way I can make things better.

○ I'd register and vote—but it's not much use for improving things.

○ No sense in even bothering—my vote doesn't change what happens to me.


WHO THREW THE BRICK AT THE WINDOW?

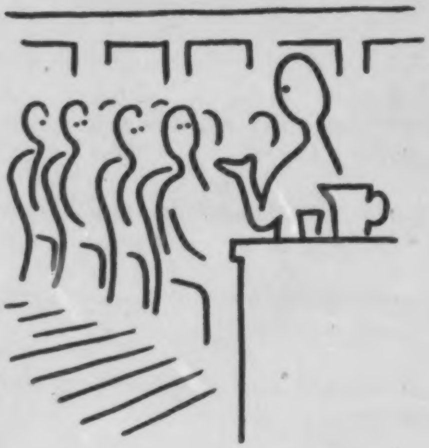
11.

How do you think you would make out if you were one of the people the cop was talking to?

○ If I didn't do it, the cop wouldn't blame me.

○ The cop might blame me—but I don't think I would get in trouble if it wasn't my fault.

○ I'm usually the one who would get blamed and arrested even if I didn't do anything.



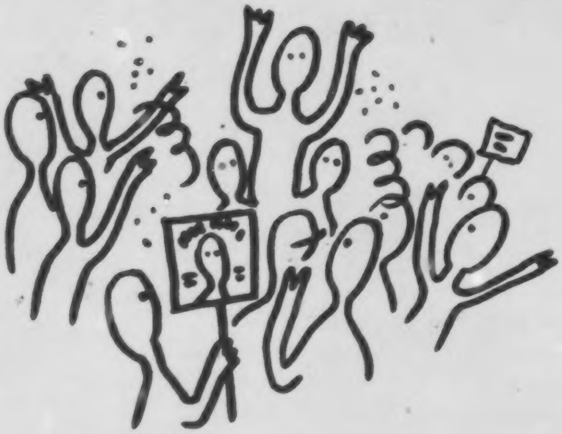
12.

How would you feel if you were the person talking to the group?

○ **I'm not sure people would pay too much attention to what I have to say.**

○ **People wouldn't listen to someone like me.**

○ **I can get across what I have to say and people usually listen.**



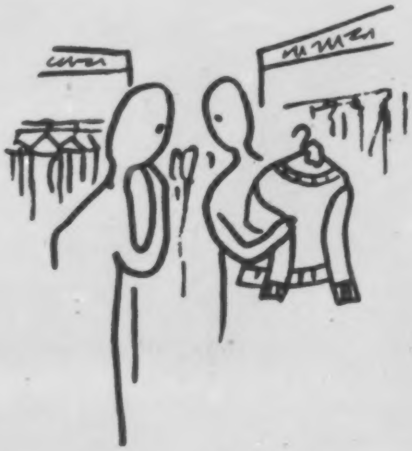
13.

Suppose you were the person being cheered by the crowd. How would you feel?

○ **I'm the kind of person who can be a leader and who people look up to—like in this picture.**

○ **I could never be like that person in the picture with people cheering me.**

○ **I might be good at some things that people would look up to me for.**



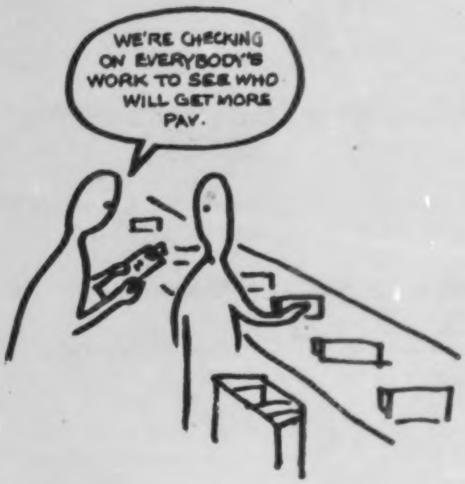
14.

How do you feel when a sales person is showing you something?

○ **I'm always treated right and get good service from a sales person in a store.**

○ **People who sell things in a store often treat me like I'm nothing and try to get rid of me.**

○ **Sometimes sales people don't pay too much attention to me—but it depends on the store.**


WE'RE CHECKING ON EVERYBODY'S WORK TO SEE WHO WILL GET MORE PAY.

15.

How do you think you would do if your supervisor at work said this to you?

○ I might stand a chance for getting more pay on a job.

○ The odds are they wouldn't think I'm worth more pay.

○ I would usually be the first one to get more pay on a job.

CONTROL GROUP STATUS SURVEY

Interviewer Instructions

Print the name of the project at the top of page 1 of the survey.

Please read the directions on the cover sheet of the Status Survey to the respondent. Then read aloud each of the questions in the survey. You may show the questions to the respondent as you read them. Fill in the responses as the respondent answers each question. This instrument should be filled in by the interviewer only.

Try to read and explain the material in a relatively informal manner. The approach is one of working with the respondent to obtain information that is as accurate as possible.

Item 1:	ETS ID Number. Enter this number in the boxes provided. The ID numbers for the pretested control group members are listed on the rosters sent to you by ETS.
Items 2-20:	Self-explanatory. Fill in as indicated. (Notice the "skip" instruction for Item 15.

Items 21-31: Self-explanatory. Fill in as indicated. For Item 32, make a note regarding respondents who are not looking for a job because they are in school, etc.

Items 32-33: Probe for a job choice when the respondent seems hesitant or uncertain about what job he or she would look for or like best. Obtain a specific occupation when probing for a job choice. For example, "salesperson" or "stock clerk" rather than "work in a store"; "secretary," "receptionist," or "bookkeeper" rather than "work in an office."

Items 34-42: Self-explanatory. Fill in as indicated. For Items 37, 38 and 39, if asked, family may be defined as "anyone related to you by blood or marriage". (Notice the "skip" instruction for Item 37.)

Item 43: Notice that "trouble with Police" is defined as "arrested, charged or booked." As noted in the survey, status offenses would include parking tickets or runaway.

Item 44: Self-explanatory.

Item 45: Any of the information obtained in this item should be duplicated and kept in your file since it could be helpful in future follow-up efforts.

Read the part about payment for follow-up only if you are sure that your program is doing so.

Item 46: Ask the respondent if there are any comments that he or she would like to make. Such comments might include feelings about the survey questions, the interviewer, etc. Please record these comments as close to verbatim as possible.

Program Completion Survey

- We're trying to find out how people who have been in your training program for a while have been doing since they left the program—like how things have been working out for you in general; what you think you've gotten out of being in the program; what you are doing now and what things you would like to do from now on; how you feel about jobs; and so on. We would like to know your feelings about these things. We plan to use what we find out to make programs like this better for trainees.
- The answers you give to any questions will all be confidential and private. Anything we find out from these interviews will be reported for a whole group at a time (like a few hundred) so that no one can know your answers. However, all the information requested is important and your response to each question will be appreciated.
- Let me go over the questions with you. It should take no more than about 25 minutes. Remember, if you don't understand a question, please stop me to make sure it's clear.

Counselor's Rating Form

PROJECT ______________________
CITY

Counselor's Name ______________________ Date ____________

Name of Enrollee Being Rated ______________________

☐☐☐☐☐☐☐☐☐☐
ETS I.D. NUMBER

On this sheet are 11 statements about enrollee behavior that counselors consider important in determining how well an enrollee is coming along. We would appreciate your evaluation of how these apply to this enrollee.

Please read each statement **carefully**. Then **circle one** of the numbers 1 to 5 that best indicates how the statement applies to the enrollee.

1 = This describes the enrollee perfectly.	**2** = This is true most of the time.	**3** = Sometimes this is true of the enrollee.	**4** = This is not usually so.	**5** = The enrollee is not like this at all.

CIRCLE ONE NUMBER.

1. Pays attention to good grooming and dresses appropriately 1 2 3 4 5
2. Is not very open about discussing personal and job problems 1 2 3 4 5
3. Shows a lot of resentment and hostility 1 2 3 4 5
4. Is cooperative and willing to listen to advice 1 2 3 4 5
5. Makes realistic plans about future jobs 1 2 3 4 5
6. Shows little poise or self-assurance 1 2 3 4 5
7. Is coherent in expressing himself (herself) 1 2 3 4 5
8. Is motivated to want to work and expend effort 1 2 3 4 5
9. Does not show good day-to-day planning so that he (she) can handle the job (let's home life interfere, for example) 1 2 3 4 5
10. Indicates a willingness to enroll in school or some sort of training on a part-time basis 1 2 3 4 5
11. Shows qualities that indicate he (she) will do well after leaving the program 1 2 3 4 5

ASSESSMENT OF YOUTH ALTERNATIVES PROJECT

Program Completion Survey

PROJECT ______________________
CITY

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1. ETS I.D. NO. ☐☐☐☐☐☐☐☐☐☐☐☐

2. DATE OF INTERVIEW ☐☐ ☐☐ ☐☐
MONTH DAY YEAR

3. NAME OF RESPONDENT ______________________
LAST NAME FIRST NAME M.I.

4. HOME ADDRESS ______________________
NUMBER AND STREET

______________________ ☐☐☐☐☐
CITY AND STATE ZIP CODE

5. TELEPHONE NUMBER WHERE RESPONDENT CAN BE REACHED ..... ☐☐☐ ☐☐☐☐☐☐☐
AREA CODE TELEPHONE NUMBER

6. RESPONDENT'S SOCIAL SECURITY NUMBER .... ☐☐☐ ☐☐ ☐☐☐☐

7. SEX.......... ☐ Male ☐ Female

8. DATE OF BIRTH ..... ☐☐ ☐☐ ☐☐
MONTH DAY YEAR

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9. Since you've been in the program have you been working on a general equivalency high school diploma (GED)? .... Yes ☐ No ☐

9a. If yes, have you gotten the GED yet? .... Yes ☐ No ☐

9b. Did you get (or will you be getting) your high school diploma in June?

☐ Yes ☐ No: Will get it later (end of summer or next school year). ☐ No: Leaving school without it.

10. What types of things did you take part in during the program? (Check **all** those which are applicable.)

1 ☐ Personal counseling
2 ☐ Job counseling
3 ☐ Classroom training: vocational skills
4 ☐ Classroom training: remedial education
5 ☐ Classroom training: GED
6 ☐ Working on a job
7 ☐ Referral to a full-time permanent job
8 ☐ Other (specify): ______________________

11. Of the things you took part in during the program, which **two** do you think were most helpful to you? (Check only **two**.)

1 ☐ Personal counseling
2 ☐ Job counseling
3 ☐ Classroom training: vocational skills
4 ☐ Classroom training: remedial education
5 ☐ Classroom training: GED
6 ☐ Working on a job
7 ☐ Referral to a full-time permanent job
8 ☐ Other (specify): ______________________

12. How do you feel about your experiences in the program?

☐ Very satisfied ☐ Satisfied ☐ Very dissatisfied

13. Are you still enrolled in the program?

☐ Yes (Skip to question 22.) ☐ No (Go on to question 14.)

14. How many weeks has it been since you left the program? .... WEEKS

15. Are you presently working?

☐ Yes (Go on to question 16.) ☐ No (Skip to question 20.)

16. Are you presently working 30 or more hours per week?

☐ Yes (Go on to question 17.) ☐ No (Skip to question 21.)

17. Where do you work?

NAME OF COMPANY ______________________

NUMBER AND STREET OR ROUTE ______________________

CITY AND STATE ______________________

TELEPHONE NUMBER ( ) ______________________

18. What is your job title? ______________________ ☐

19. How helpful was the program in preparing you for this job?

☐ It was no help at all. ☐ It helped a little, now and then. ☐ It was very helpful in a lot of ways.

(Skip to question 22.)

20. Have you worked since leaving the program? .... ☐ Yes ☐ No

21. What are you doing now? (Check **all** those which are applicable.)

1 ☐ Looking for a job
2 ☐ In school
3 ☐ In another CETA training program
4 ☐ Nothing special (Probe: How do you spend your day? Briefly describe.)

____

____

I would like to know what you think about certain things relating to jobs.

22. Do you think you're able to get the kind of job you want?

☐ I would have a very good chance. ☐ I might have some chance. ☐ I won't have much chance.

23. Do you think you're able to do the work on the job well enough to satisfy any boss?

☐ I won't be able to, on most jobs. ☐ I might be able to, on most jobs. ☐ I definitely will be able to, on any job.

24. Do you think you're able to get by on a job without a lot of help from the boss, or the people you work with?

☐ Yes, I'll get by on my own without help ☐ I may need a little help sometimes. ☐ I'm going to need a lot of help from other people.

25. Do you think, if you have to learn something new on a job, you could learn enough to do the job right?

☐ Yes, I could, anytime for any job. ☐ Maybe I could learn, for some jobs. ☐ I would have a tough time if I have to learn something new.

26. Do you think you've got what it takes to get promoted and move up to better jobs?

☐ It would be rough for me to get promotions. ☐ Maybe I could, on some jobs. ☐ I could get promoted for sure, on any job.

27. Do you think being in the program has made you feel more like you're going to be able to make it in a job later on?

☐ It was no help to me at all. ☐ It was some help to me. ☐ It helped me a lot.

People look for different things in their choice of jobs.

28. How important is it that you get to do interesting work?

☐ That's real important to me.
☐ It may be important; I'm not too sure.
☐ I don't really care about that.

29. How important is it that you can get paid what you're worth?

☐ That's real important to me.
☐ It may be important; I'm not too sure.
☐ I don't really care about that.

30. How important is it that you wouldn't have to worry about being fired?

☐ That's real important to me.
☐ It may be important; I'm not too sure.
☐ I don't really care about that.

31. How important is it that you feel like you're doing work that's worth doing?

☐ That's real important to me.
☐ It may be important; I'm not too sure.
☐ I don't really care about that.

32. How important is it that you can get raises and make more money fast?

☐ That's real important to me.
☐ It may be important; I'm not too sure.
☐ I don't really care about that.

33. How important is it that you have a chance for steady work?

☐ That's real important to me.
☐ It may be important; I'm not too sure.
☐ I don't really care about that.

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34. What kind of full-time job would (did) you look for right after leaving the program?

Write in kind of job: ______________________________ ☐

35. What kind of full-time job would you like best **right now?**

Write in job choice: ______________________________ ☐

36. What is the lowest hourly pay you would take for the job you would **like best right now?** . . . . $ ☐☐▨☐☐ PER HR.

37. How much do you know about what it takes to do the job you would **like best right now?**

☐ I know a lot about that kind of job.
☐ I know a few things about what the job takes.
☐ I don't really know much about it.

38. How willing would you be to go into a training program for the job you would **like best right now?** (Check only **one**.)

1 ☐ I wouldn't bother.
2 ☐ I would do it only if I were paid.
3 ☐ I would do it for no pay.
4 ☐ I am already trained for that job.

39. Since being in the program, has there been a change in the way you get along with your family?

☐ I have no family. (Skip to question 42.)
☐ I get along better with them than I used to.
☐ I get along worse with them than I used to.
☐ I get along with them the same way I always did.

40. How does your family feel about how you're doing (did) in the program?

☐ They think I'm doing great.
☐ They think I'm getting by okay.
☐ They think I'm doing poorly.

41. Out of what you earn a week, about how much do you give to your family? .... $ PER WK.

☐ I don't earn any money.

42. Since being in the program have there been any changes in the way you use your money? (Check **one** box in each row.)

	MORE	LESS	SAME
1) Savings	☐	☐	☐
2) Home and family (rent, food, clothing)	☐	☐	☐
3) Leisure (recreation)	☐	☐	☐
4) Education	☐	☐	☐

43. How often do you save money from your pay? (Check only **one.**)

☐ I don't earn any money.

☐ I save something ☐ Sometimes I save. ☐ I never save. any of my pay.

44. Which of these people or agencies have been giving you a hard time lately?.(Check as **many as apply.**)

1 ☐ Supervisor at work
2 ☐ People you work with
3 ☐ Social worker (Welfare)
4 ☐ Employment agencies
5 ☐ Program people (like the counselor)
6 ☐ The police or the courts
7 ☐ Neighbors
8 ☐ Lawyers
9 ☐ Credit collection outfits
10 ☐ Storekeepers
11 ☐ Somebody in your family
12 ☐ A hospital, or people who work in a hospital (like the doctors; the clerks)
13 ☐ Friends
14 ☐ Others (specify): ____________________

45. **Since you've been in this program** have you gotten in any trouble with the police; been arrested, charged or booked? (Do not include status offenses, such as parking tickets or runaway.)

☐ No

☐ Just once. ☐ A couple of times ☐ More than a couple of times

46. How important is it to you to keep out of trouble with the police and the law?

☐ Real important; I go out of my way to avoid trouble. ☐ I usually try to steer clear unless I'm pushed real hard. ☐ Not too important; if I get in trouble I don't care too much.

47. We appreciate the help that you've given us. We would like to keep up with how you're doing. We will want to talk with you again in the next few months. At that time we'll pay you $5.00 for your help. Please give us the names and addresses of two people who will know where to reach you during the next few months.

Name ____________________	Name ____________________
Address ____________________	Address ____________________
____________________	____________________
Phone ____________________	Phone ____________________
Relationship ____________________	Relationship ____________________

48. **Additional Comments by Youth:**

ATTACH ADDITIONAL SHEET, IF MORE SPACE NEEDED.

Additional information [To be obtained by **Interviewer** from the program records]

1) Number of different work sites to which the enrollee has been assigned since joining the program ______

2) Number of days absent from the program ______

Work Supervisor's Rating Form

PROJECT ______________________
CITY

Work Supervisor's Name ______________________ Date ______________

Name of Enrollee Being Rated ______________________

☐☐☐☐☐☐☐☐☐☐
ETS I.D. NUMBER

How many months has the enrollee worked for you? ______________

Below are 10 statements about things that work supervisors consider important when it comes to how the enrollee is doing. We would appreciate your telling us how each one applies to this enrollee. The information is **strictly private** and will not have any effect on the enrollee in any way.

Please read each statement **carefully**. Then put a check in **one** of the five boxes to show how that statement fits the enrollee that you're rating.

1. KNOWS HOW TO FOLLOW INSTRUCTIONS PROPERLY.

This describes just how the enrollee is.	This is true most of the time.	Sometimes this is true of the enrollee.	This is not usually so.	The enrollee is not like this at all.
☐	☐	☐	☐	☐

2. RESENTS TAKING ORDERS FROM THOSE WHO SUPERVISE HIM/HER.

This describes just how the enrollee is.	This is true most of the time.	Sometimes this is true of the enrollee.	This is not usually so.	The enrollee is not like this at all.
☐	☐	☐	☐	☐

3. KNOWS HOW TO DRESS RIGHT FOR THE JOB.

This describes just how the enrollee is.	This is true most of the time.	Sometimes this is true of the enrollee.	This is not usually so.	The enrollee is not like this at all.
☐	☐	☐	☐	☐

4. TAKES SOME PRIDE IN THE WORK AND DOESN'T JUST RUSH THROUGH TO GET IT FINISHED.

This describes just how the enrollee is.	This is true most of the time.	Sometimes this is true of the enrollee.	This is not usually so.	The enrollee is not like this at all.
☐	☐	☐	☐	☐

PLEASE CONTINUE ON REVERSE...

5. HAS TO BE TOLD WHAT TO DO EVERY MINUTE OR CAN'T KEEP BUSY.

This describes just how the enrollee is.	This is true most of the time.	Sometimes this is true of the enrollee.	This is not usually so.	The enrollee is not like this at all.
☐	☐	☐	☐	☐

6. GETS ALONG WITH OTHERS ON THE JOB.

This describes just how the enrollee is.	This is true most of the time.	Sometimes this is true of the enrollee.	This is not usually so.	The enrollee is not like this at all.
☐	☐	☐	☐	☐

7. CAN'T GET TO WORK ON TIME.

This describes just how the enrollee is.	This is true most of the time.	Sometimes this is true of the enrollee.	This is not usually so.	The enrollee is not like this at all.
☐	☐	☐	☐	☐

8. SHOWS SOME INITIATIVE IN TAKING ON A PIECE OF WORK.

This describes just how the enrollee is.	This is true most of the time.	Sometimes this is true of the enrollee.	This is not usually so.	The enrollee is not like this at all.
☐	☐	☐	☐	☐

9. DOESN'T MAKE TROUBLE ON THE JOB.

This describes just how the enrollee is.	This is true most of the time.	Sometimes this is true of the enrollee.	This is not usually so.	The enrollee is not like this at all.
☐	☐	☐	☐	☐

10. ASKS QUESTIONS IF PROBLEMS COME UP—DOESN'T JUST GO AHEAD AND DO THE JOB WRONG.

This describes just how the enrollee is.	This is true most of the time.	Sometimes this is true of the enrollee.	This is not usually so.	The enrollee is not like this at all.
☐	☐	☐	☐	☐

10/29/79

CONTROL GROUP STATUS SURVEY

- This instrument is to be filled in by the interviewer, NOT the respondent.
- We're trying to find out how people have been doing since our last contact--like how things have been working out for you in general; what you are doing now and what things you would like to do from now on; how you feel about jobs; and so on. We would like to know your feelings about these things.
- The answers you give to any questions will all be confidential and private. Anything we find out from these interviews would be reported for a whole group at a time (like a few hundred) so that no one will know your answers. However, all the information requested is important and your response to each question will be appreciated.
- Let me go over the questions with you. It should take no more than about 25 minutes. Remember, if you don't understand a question, please stop me to make sure it's clear.

ASSESSMENT OF YOUTH ALTERNATIVES PROJECT

ASSESSMENT OF YOUTH ALTERNATIVES PROJECT

CONTROL GROUP STATUS SURVEY

PROJECT ______________________
CITY

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1. ETS I.D. NO. ☐☐☐☐☐☐☐☐☐☐☐☐

2. DATE OF INTERVIEW ☐☐☐☐☐☐☐☐
MONTH DAY YEAR

3. NAME OF RESPONDENT ______________________
LAST NAME FIRST NAME M I

4. HOME ADDRESS ______________________
NUMBER AND STREET

______________________ ☐☐☐☐☐
CITY AND STATE ZIP CODE

5. TELEPHONE NUMBER WHERE RESPONDENT CAN BE REACHED ..... ☐☐☐☐☐☐☐☐☐☐☐☐
AREA CODE TELEPHONE NUMBER

6. RESPONDENT'S SOCIAL SECURITY NUMBER .... ☐☐☐☐☐☐☐☐☐☐☐

7. SEX.......... ☐ Male ☐ Female

8. DATE OF BIRTH ..... ☐☐☐☐☐☐☐☐
MONTH DAY YEAR

---

9. Have you been working on a general equivalency high school diploma (GED) over the last 6 months? .... Yes ☐ No ☐

9a. If yes, have you gotten the GED yet? .... Yes ☐ No ☐

9b. Did you get (or will you be getting) your high school diploma in June?

☐ Yes ☐ No: Will get it later (end of summer or next school year). ☐ No: Leaving school without it.

10. Over the last 6 months, have you been enrolled in any government-sponsored employment and training program? (If yes, on this list, enter the number of weeks that you were in each program.)

1 CETA Job or Training ☐☐ weeks
2 Summer Youth Program ☐☐ weeks
3 Job Corps ☐☐ weeks
4 Young Adult Conservation Corps ☐☐ weeks
5 Neighborhood Youth Corps ☐☐ weeks
6 Other Government Sponsored Programs ☐☐ weeks ______________________
(Name of Program)

11. What types of things have you taken part in over the last 6 months? (Check ALL those which are applicable.)

1 ☐ Personal counseling
2 ☐ Job counseling
3 ☐ Classroom training: vocational skills
4 ☐ Classroom training: remedial education
5 ☐ Classroom training: GED
6 ☐ Working on a job
7 ☐ Referral to a full-time permanent job
8 ☐ None

12. Of the things you took part in over the last 6 months, which TWO of you think were most helpful to you? (Check only TWO.)

1 ☐ Personal counseling
2 ☐ Job counseling
3 ☐ Classroom training: vocational skills
4 ☐ Classroom training: remedial education
5 ☐ Classroom training: GED
6 ☐ Working on a job
7 ☐ Referral to a full-time permanent job
8 ☐ None

13. How do you feel about what you have been doing over the last 6 months?

☐ Very satisfied ☐ Satisfied ☐ Very dissatisfied

14. Have you worked at any time during the last month? .... ☐ Yes ☐ No

15. Are you presently working?

☐ Yes (Go on to question 16.) ☐ No (Skip to question 20)

16. Are you presently working 30 or more hours per week?

☐ Yes ☐ No

17. Where do you work?

NAME OF COMPANY ____________________

NUMBER AND STREET OR ROUTE ____________________

CITY AND STATE ____________________

TELEPHONE NUMBER ( ) ____________________

18. What is your job title? ____________________ ☐

19. Which one of the following sources was most helpful in getting you your job? (Check only one.)

1 ☐ School Counselor
2 ☐ Friends or people in neighborhood
3 ☐ Newspaper
4 ☐ Government (public) employment agency
5 ☐ Non-government (private) employment agency
6 ☐ Family
7 ☐ Help wanted sign
8 ☐ Church or community leaders (e.g., teachers, ministers, and so on)
9 ☐ Other (specify): ____________________
0 ☐ None of the above. . got it on my own.

20. What are you doing now? (Check all those which are applicable.)

1 ☐ Working and not looking for a job
2 ☐ Looking for a job
3 ☐ In school
4 ☐ In a CETA training program
5 ☐ Nothing special (Probe: How do you spend your day? Briefly describe.)

____

____

I would like to know what you think about certain things relating to jobs.

21. Do you think you're able to get the kind of job you want?

☐ I would have a very good chance.
☐ I might have some chance.
☐ I won't have much chance.

22. Do you think you're able to do the work on the job well enough to satisfy any boss?

☐ I won't be able to, on most jobs.
☐ I might be able to, on most jobs.
☐ I definitely will be able to, on any job.

23. Do you think you're able to get by on a job without a lot of help from the boss, or the people you work with?

☐ Yes, I'll get by on my own without help
☐ I may need a little help sometimes.
☐ I'm going to need a lot of help from other people.

24. Do you think, if you have to learn something new on a job, you could learn enough to do the job right?

☐ Yes, I could, anytime for any job.
☐ Maybe I could learn, for some jobs.
☐ I would have a tough time if I have to learn something new.

25. Do you think you've got what it takes to get promoted and move up to better jobs?

☐ It would be rough for me to get promotions.
☐ Maybe I could, on some jobs.
☐ I could get promoted for sure, on any job.

26. How important is it that you get to do interesting work?

☐ That's real important to me.
☐ It may be important; I'm not too sure.
☐ I don't re[illegible] care about that.

27. How important is it that you can get paid what you're worth?

☐ That's real important to me.
☐ It may be important; I'm not too sure.
☐ I don't really care about that.

28. How important is it that you wouldn't have to worry about being fired?

☐ That's real important to me.
☐ It may be important; I'm not too sure.
☐ I don't really care about that.

29. How important is it that you feel like you're doing work that's worth doing?

☐ That's real important to me.
☐ It may be important; I'm not too sure.
☐ I don't really care about that.

30. How important is it that you can get raises and make more money fast?

☐ That's real important to me.
☐ It may be important; I'm not too sure.
☐ I don't really care about that

31. How important is it that you have a chance for steady work?

☐ That's real important to me.
☐ It may be important; I'm not too sure.
☐ I don't really care about that.

32. What kind of full-time job would (did) you look for right now?

Write in kind of job: ____________________ ☐

33. What kind of full-time job would you like best **right now?**

Write in job choice: ____________________ ☐

34. What is the lowest hourly pay you would take for the job you would **like best right now?** . . . . $ ☐☐.☐☐ PER HR

35. How much do you know about what it takes to do the job you would **like best right now?**

☐ I know a lot about that kind of job.

☐ I know a few things about what the job takes.

☐ I don't really know much about it.

36. How willing would you be to go into a training program for the job you would **like best right now?** (Check only **one**.)

1 ☐ I wouldn't bother.

2 ☐ I would do it only if I were paid.

3 ☐ I would do it for no pay.

4 ☐ I am already trained for that job.

37. Over the last 6 months, has there been a change in the way you get along with your family?

☐ I have no family. (Skip to question 40)

☐ I get along better with them than I used to.

☐ I get along worse with them than I used to.

☐ I get along with them the same way I always did.

38. How does your family feel about how you've been doing over the last 6 months?

☐ They think I'm doing great.

☐ They think I'm getting by okay.

☐ They think I'm doing poorly.

39. Out of what you earn a week, about how much do you give to your family? . . . . $ PER WK.

☐ I don't earn any money.

40. Over the last 6 months, have there been any changes in the way you use your money? (Check **one** box in each row.)

	MORE	LESS	SAME
1) Savings	☐	☐	☐
2) Home and family (rent, food, clothing)	☐	☐	☐
3) Leisure (recreation)	☐	☐	☐
4) Education	☐	☐	☐

41. How often do you save money from your pay? (Check only **one**.)

☐ I don't earn any money.

☐ I save something

☐ Sometimes I save.

☐ I never save any of my pay.

42. Which of these people or agencies have been giving you a hard time lately? (Check **as many as apply**.)

1 ☐ Supervisor at work

2 ☐ People you work with

3 ☐ Social worker (Welfare)

4 ☐ Employment agencies

5 ☐ School Counselor

6 ☐ The police or the courts

7 ☐ Neighbors

8 ☐ Lawyers

9 ☐ Credit collection outfits

10 ☐ Storekeepers

11 ☐ Somebody in your family

12 ☐ A hospital, or people who work in a hospital (like the doctors; the clerks)

13 ☐ Friends

14 ☐ Others (specify): ____________________

43. Over the last 6 months, have you gotten into any trouble with the police; been arrested, charged or booked? (Do not include status offenses, such as parking tickets or runaway.)

☐ No
☐ Just once.
☐ A couple of times
☐ More than a couple of times

44. How important is it to you to keep out of trouble with the police and the law?

☐ Real important; I go out of my way to avoid trouble.
☐ I usually try to steer clear unless I'm pushed real hard.
☐ Not too important; if I get in trouble I don't care too much.

45. We appreciate the help that you've given us. We would like to keep up with how you're doing. We will want to talk with you again in the next few months. At that time we'll pay you $5.00 for your help. Please give us the names and addresses of two people who will know where to reach you during the next few months.

Name______	Name______
Address______	Address______
______	______
Phone______	Phone______
Relationship______	Relationship______

46. Additional Comments by Youth:

ATTACH ADDITIONAL SHEET, IF MORE SPACE NEEDED.

PARTICIPANT FOLLOW-UP SURVEY

Interviewer Instructions

The Follow-Up Survey is to be administered to every individual who has participated in the program and every individual who served as part of the control group for the program. Different forms of the Survey have been developed for participants and controls so please be sure that you are administering the correct one.

Follow-Up Survey

Please read the introduction on the cover sheet of the Follow-Up Survey to the respondent. Then read aloud each of the questions in the survey. You may show the questions to the respondent as you read them. Fill in the responses as the individual answers each question. This instrument is to be filled in by the interviewer only.

Try to read and explain the material in a relatively informal manner. The approach is one of working with the respondent to obtain information that is as accurate as possible.

In the box in the upper right corner of the first page of the survey, indicate how many phone calls, home visits or other contacts were needed to complete the questionnaire.

Item 1: ETS ID number. Enter this number in the boxes provided. The ID numbers for the pretested respondents are listed on the rosters sent to you by ETS.

Items 2-10: Self-explanatory. Fill in as indicated. Notice the "skip" instruction for Item 10.

Item 11: Self-explanatory. Notice, however, that for this item and a number of those that follow, the interviewer is required to read the correct tense in relation to the job experience items. That is, "do" or "did," "is" or "was," "present" or "last" are required when asking job-related questions of those who either are working full-time now or have worked full-time since leaving the program or since program personnel's last contact with the respondent.

Item 12: Obtain a brief and simple description from the respondent of what constitutes the main business of the company named in Item 11. (For example, "a factory where auto parts are made"; "a store where clothes are sold.") Disregard box at end of response line.

Item 13: Be as specific as possible in the job title. If the respondent does not know the job title, obtain a specific description of the job tasks or duties. Disregard box at end of response line.

Items 14-23:	Self-explanatory. Fill in as indicated. Notice the "skip" instruction for Item 19.
Item 24:	After reading the question, read all ten options. Check only one box as directed.
Items 25-36:	Self-explanatory. Fill in as indicated.
Item 37:	Notice the "skip" instruction. For Item 37a, indicate the specific type of work performed on the job and obtain a job title if possible.
Items 38-39:	Self-explanatory. Fill in as indicated. Notice the "skip" instruction for Item 38.
Item 40:	After reading the question, read the 8 options and check all boxes that apply.
Items 41-43:	As indicated in the "Interviewer note," Items 41-43 are only for respondents presently employed. Note that the "skip" instruction in Item 42 should have appeared in Item 43.
Item 44:	Item 44 is intended only for respondents who are presently unemployed.

Item 45: Self-explanatory. Fill in as indicated. Probe for a job choice when the respondent seems hesitant or uncertain about what job he or she would look for. Obtain a specific occupation when probing for a job choice. For example, "salesperson" or "stock clerk" rather than "work in a store"; "secretary," "receptionist," or "bookkeeper" rather than "work in an office." Disregard box at end of response line.

Items 46-54: Self-explanatory. Fill in as indicated. Notice the "skip" instruction for Item 49.

Item 55: Self-explanatory. Check as many as apply.

Item 56: Notice that "trouble with the police" is defined as "arrested, charged or booked." As noted in the survey, status offenses would include parking tickets or runaway and should not be included.

Item 57: Self-explanatory.

Item 58: Copy this information and keep it in your file as a reference for a possible 8 month follow-up. Read the part about payment for follow-up only if you are sure that your program is doing so.

Item 59: Intended only for respondents who answered Item 11. After reading the item, show the Employer's Rating Form to the respondent and go over the questions if necessary. Stress confidentiality of the information to be obtained. If the respondent answers yes to Item 59, check the appropriate box and fill in the name of the job supervisor as indicated. If the respondent answers no to Item 59, check the appropriate box and do not attempt to contact the employer.

Item 60: Solicit any additional comments that the respondent may care to make about future job plans, feelings about the training program or school, or the survey just completed.

Employer's Rating Form

Fill in the ETS ID number of the respondent being rated and the date of the Follow-Up Survey at the top of the form. Print the name of the individual on the appropriate line in the introduction. The completed form should be returned to you. Please remember to enclose a stamped, return-addressed envelope.

Program Follow-up Survey

- We're trying to find out how people who have been in your training program for a while have been doing since they left the program—like how things have been working out for you in general; what you think you've gotten out of being in the program; what you are doing now and what things you would like to do from now on; how you feel about jobs; and so on. We would like to know your feelings about these things. We plan to use what we find out to make programs like this better for trainees.
- The answers you give to any questions will all be confidential and private. Anything we find out from these interviews would be reported for a whole group at a time (like a few hundred) so that no one will know your answers. However, all the information requested is important and your response to each question will be appreciated.
- Let me go over the questions with you. It should take no more than about 25 minutes. Remember, if you don't understand a question, please stop me to make sure it's clear.

ASSESSMENT OF YOUTH ALTERNATIVES PROJECT

NO. OF PHONE CALLS: ____________

NO. OF HOME VISITS: ____________

NO. OF OTHER CONTACTS ATTEMPTED: ____________

ASSESSMENT OF YOUTH ALTERNATIVES PROJECT

Follow-up Survey

---

1. ETS I.D. NO. ☐☐☐▨☐☐▨☐☐☐☐☐☐

2. DATE OF INTERVIEW ☐☐▨☐☐▨☐☐ MONTH DAY YEAR

3. NAME OF RESPONDENT ____________

4. HOME ADDRESS ____________ NUMBER AND STREET

____________ CITY AND STATE ☐☐☐☐☐ ZIP CODE

5. TELEPHONE NUMBER WHERE RESPONDENT CAN BE REACHED ☐☐☐▨☐☐☐▨☐☐☐☐ AREA CODE TELEPHONE NUMBER

6. RESPONDENT'S SOCIAL SECURITY NUMBER ☐☐☐▨☐☐▨☐☐☐☐

7. SEX ☐ Male ☐ Female

8. DATE OF BIRTH ☐☐▨☐☐▨☐☐ MONTH DAY YEAR

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9. How many weeks has it been since you left the program (number of weeks)? WEEKS

10. Are you presently working full-time (30 or more hours per week)?

☐ Yes. (Go on to question 11.)

☐ No, but I have worked full-time since leaving the program. (Go on to question 11, but ask about most recent job.)

☐ No, I have never worked full-time since leaving the program. (Skip to question 36.)

11. Where do (did) you (most recently) work?

NAME OF COMPANY ____________

NUMBER AND STREET OR ROUTE ____________

CITY AND STATE ____________

TELEPHONE NUMBER (   ) ____________

12. What kind of business is (was) that? ____________ ☐

13. What is (was) your job title? ____________ ☐

14. How helpful was the program in preparing you for this job?

☐ It was no help at all. ☐ It helped a little, now and then. ☐ It was very helpful in a lot of ways.

15. How many hours a week do (did) you usually work? ☐☐ HOURS

16. How many weeks have you been (were you) on that job? ☐☐ WEEKS

17. How much per hour do (did) you earn at that job? . . . . $ ☐☐.☐☐ PER HR.
DOLLARS CENTS

18. Is (Was) this a temporary CETA job? . . . . ☐ Yes ☐ No

19. Is (Was) this your first job since you left the program? . . . . ☐ Yes ☐ No

(If yes, skip to question 23.)

20. How many jobs (full-time and part-time) have you had since leaving the program? . . . . JOBS

21. Why did you leave your last job?

☐ I quit. ☐ I was laid off. ☐ I was fired.

21a. What was the main reason for that? (Probe.) ____________________

____

____

22. What was your starting hourly salary
on your first full-time job after leaving the program? . . . . $ ☐☐.☐☐ PER HR.

23. How long were you out of the program before you got your first full-time job? . . . . WEEKS

24. Which one of the following sources was most helpful in getting you your first full-time job?
(Check only **one.**)

1 ☐ Program staff
2 ☐ Friends or people in neighborhood
3 ☐ Newspaper
4 ☐ Government (public) employment agency
5 ☐ Non-government (private) employment agency
6 ☐ Family
7 ☐ Help wanted sign
8 ☐ Church or community leaders (e.g., teachers, ministers, and so on)
9 ☐ Other (specify): ____________________
0 ☐ None of the above: I got it on my own.

25. In how many places did you actually
fill out an application before you got your first full-time job? . . . . ☐☐ PLACES

26. In how many places did you actually get to have an interview before you got your first job? . ☐☐ PLACES

27. Did the program staff refer you to any of those places
where you either filled out an application or were interviewed? . . . . ☐ Yes ☐ No

28. Since leaving the program how well have your jobs gone?

☐ Much better than I thought I would do
☐ Worse than I expected to do
☐ About what I expected I would do

29. Have you gotten a raise on your present (or last) full-time job . . . . ☐ Yes ☐ No

29a. If yes: Number of raises . . . . ☐

30. Did you get a promotion on that full-time job? . . . . ☐ Yes ☐ No

I would like to find out how you feel about your most recent full-time job.
(Refer to job indicated in answer to question 11).

31. What are your feelings about the kind of work you do (did)?

☐ It's great; I like it a lot. ☐ It's okay. ☐ Don't like the work at all.

32. How's your pay for the kind of work you do (did)?

☐ Good pay for the kind of job I have (had) ☐ Just about what it should be for the job ☐ A lot less than the job is (was) worth

33. If you have your way, would you want to work for this place five years from now?

☐ Definitely not. ☐ I'm not sure. ☐ Yes, I'm sure I would.

34. If you knew then what you know now about this job—would you have taken the job?

☐ No—not if I knew what I know now. ☐ I'm not too sure. ☐ Yes, I would take the job there again.

35. When you finish a day's work, do (did) you feel like you did something worthwhile?

☐ I almost never feel (felt) that way. ☐ Sometimes I feel (felt) that way. ☐ I almost always feel (felt) that way.

36. Since you left the program, have you received any unemployment compensation payments? .... ☐ Yes ☐ No

36a. If yes, how much per week have you received? .... $ ☐☐☐ PER WK.

37. Since you left the program have you done any part-time work for less than 30 hours per week? .... ☐ Yes ☐ No

[If no, go on to question 38.]

37a. If yes, what kind of work did you do on your last job?
(Describe type of job.) ____ ☐

37b. How much per hour did you earn at that job? .... $ ☐☐.☐☐ PER HR.

Here are some questions about educational or training activities you might presently be involved with.

38. Are you now going to school or involved in any other training activity? .... ☐ Yes ☐ No

(If no, skip to question 41.)

39. Is your education or training program full- or part-time?

☐ Full-time ☐ Part-time

40. Which describes your education or training program? (Check **all** those that apply.)

1 ☐ Other CETA training program
2 ☐ Regular high school
3 ☐ Business/vocational, technical/trade high school
4 ☐ High school equivalency program (GED)
5 ☐ College
6 ☐ Business/vocational technical postsecondary (not high school)
7 ☐ Union apprenticeship program
8 ☐ Other (specify): ______________________________

I would like to ask you a few questions about your plans for the future.

[**Interviewer note:** For those respondents who are **employed,** continue with question 41.
For those respondents who are **unemployed,** skip to question 44.]

FOR THOSE PRESENTLY EMPLOYED:

41. What's the highest pay you expect to get on the job you have now? .... $ ☐☐.☐☐ PER HR

42. What plans do you have for the next six months? (Check **all** those appropriate.)

1 ☐ Keep working at job/no particular plans
2 ☐ Look for a better job
3 ☐ Go into another training program
4 ☐ Go to school full-time
5 ☐ Join the armed forces
6 ☐ Other (specify): ______________________________

(Skip to question 46.)

43. What kind of a full-time job would you look for if you were to leave this one?

Write in job choice: ______________________________

PLEASE CONTINUE ON NEXT PAGE...

FOR THOSE PRESENTLY UNEMPLOYED:

44. What plans do you have for the next six months? (Check **all** those appropriate.)

1 ☐ Look for a job
2 ☐ Go into another training program
3 ☐ Go to school full-time
4 ☐ Join the armed forces
5 ☐ Other ______________________________
6 ☐ Nothing special (Probe: How do you spend your day?) ______________

____

45. What kind of a full-time job would you look for if you were now looking for a job?
Write in job choice: ______________________________ ☐

46. What is the least hourly pay you would take for that job? .... $ ☐☐.☐☐ PER HR

47. How much do you know about what it takes to do that job?

☐ I know a lot about that kind of job.	☐ I know a few things about what the job takes.	☐ I don't really know much about it.

48. What do you think is the highest hourly pay you could earn for the job? .... $ ☐☐.☐☐ PER HR

49. Since being in the program, has there been a change in the way you get along with your family?

☐ I have no family. (Skip to question 52.)

☐ I get along better with them than I used to.	☐ I get along worse with them than I used to.	☐ I get along with them the same way I always did.

50. How does your family feel about how you did in the program?

☐ They think I'm doing great.	☐ They think I'm getting by okay.	☐ They think I'm doing poorly.

51. Out of what you earn a week, about how much do you give to your family? .... $ ☐☐☐ PER WK

52. How often do you save money from your pay? (Check only **one**.)

☐ I don't earn any money.

☐ I save something each week.	☐ Sometimes I save, sometimes I don't.	☐ I never save any of my pay.

53. Do you buy things on credit?

☐ No, I don't use credit.	☐ I buy some things on credit.	☐ I buy most everything on credit.

54. Since you left the program have you gone to a public Employment Service Office (e.g., State or government employment service?) .... ☐ Yes ☐ No

54a. If yes, how many times (number of visits)? .... ☐☐

55. Which of these people or agencies have been giving you a hard time lately?

(Check as **many as apply**.)

1 ☐ Supervisor at work
2 ☐ People you work with
3 ☐ Social worker (Welfare)
4 ☐ Employment agencies
5 ☐ Program people (like the counselor)
6 ☐ The police or the courts
7 ☐ Neighbors
8 ☐ Lawyers
9 ☐ Credit collection outfits
10 ☐ Storekeepers
11 ☐ Somebody in your family
12 ☐ A hospital, or people who work in a hospital (like the doctors; the clerks)
13 ☐ Friends
14 ☐ Others (specify): ______________________________

56. **Since you've been in this program** have you gotten in any trouble with the police; been arrested, charged or booked? (Do not include status offenses, such as parking tickets or runaway.)

☐ No
☐ Just once
☐ A couple of times
☐ More than a couple of times

57. How important is it to you to keep out of trouble with the police and the law?

☐ Real important; I go out of my way to avoid trouble.
☐ I usually try to steer clear unless I'm pushed real hard.
☐ Not too important; if I get in trouble I don't care too much.

58. We appreciate the help that you've given us. We would like to keep up with how you're doing. We will want to talk with you again in the next few months. At that time we'll pay you $10.00 for your help. Please give us the names and addresses of two people who will know where to reach you during the next few months.

Name ______________________________
Address ______________________________
____
Phone ______________________________
Relationship ______________________________

Name ______________________________
Address ______________________________
____
Phone ______________________________
Relationship ______________________________

Interviewer Note: Ask this question only of respondents who answered question 11.

59. We hope to make future programs better by talking to employers who have hired youth from the program you were in. We want to ask your present (or former) employer how you are (were) doing on your full-time job. Can we ask these questions? (Show questions for Employer's Rating Form and **STRESS** CONFIDENTIALITY).

☐ Yes ☐ No

If yes, obtain job supervisor's name: ______________________

60. **Additional Comments by Youth:**

ETS I.D. NO. ☐☐☐☐☐☐☐☐☐☐☐☐

Employer's Rating Form

DATE ______________________

We're doing a study of young people formerly enrolled in a government sponsored Youth Program. We would appreciate your giving a brief assessment of one of your employees (or former employees) who was enrolled in one such program.

The individual we are interested in is ______________________________.

We have his (her) permission to ask you for this information.

Your responses are **completely confidential.**

ASSESSMENT OF YOUTH ALTERNATIVE PROJECT

1. Do you feel that this employee puts in a decent day's work?

☐ Yes, definitely ☐ Generally; not always ☐ Definitely not

2. Does this employee get along with the other workers on the job?

☐ Yes, definitely ☐ Generally; not always ☐ Definitely not

3. Would you promote this employee?

☐ Yes, definitely ☐ Maybe; not certain ☐ Definitely not

4. Would you hire this employee again?

☐ Yes, definitely ☐ Maybe; with a few reservations ☐ Definitely not

5. Compared to other young people who work here, how would you rank this employee?

☐ Clearly better than most ☐ About the same as most ☐ Clearly worse than most

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10/29/79

CONTROL GROUP FOLLOW-UP SURVEY

- This instrument is to be filled in by the interviewer, NOT the respondent.
- We're trying to find out how people have been doing since our last contact--like how things have been working out for you in general; what you are doing now and what things you would like to do from now on; how you feel about jobs; and so on. We would like to know your feelings about these things.
- The answers you give to any questions will all be confidential and private. Anything we find out from these interviews would be reported for a whole group at a time (like a few hundred) so that no one will know your answers. However, all the information requested is important and your response to each question will be appreciated.
- Let me go over the questions with you. It should take no more than about 25 minutes. Remember, if you don't understand a question, please stop me to make sure it's clear.

ASSESSMENT OF YOUTH ALTERNATIVES PROJECT

NO. OF PHONE CALLS ____
NO. OF HOME VISITS ____
NO. OF OTHER CONTACTS ATTEMPTED ____

ASSESSMENT OF YOUTH ALTERNATIVES PROJECT

Follow-up Survey

---

1. ETS I.D. NO. ____

2. DATE OF INTERVIEW ____ MONTH DAY YEAR

3. NAME OF RESPONDENT ____

4. HOME ADDRESS ____ NUMBER AND STREET

____ CITY AND STATE ____ ZIP CODE

5. TELEPHONE NUMBER WHERE RESPONDENT CAN BE REACHED .... ____ AREA CODE TELEPHONE NUMBER

6. RESPONDENT'S SOCIAL SECURITY NUMBER .... ____

7. SEX .... ☐ Male ☐ Female

8. DATE OF BIRTH .... ____ MONTH DAY YEAR

---

9. Are you presently working full-time (30 or more hours per week)?

☐ Yes. (Go on to question 10.)

☐ No, but I have worked full-time within the last three months. (Go on to question 10, but ask about most recent job.)

☐ No, and I have not worked full-time within the last three months. (Skip to question 33)

10. Where do (did) you (most recently) work?

NAME OF COMPANY ____
NUMBER AND STREET OR ROUTE ____
CITY AND STATE ____
TELEPHONE NUMBER ( ) ____

11. What kind of business is (was) that? ____ ☐

12. What is (was) your job title? ____ ☐

13. How many hours a week do (did) you usually work? .... ☐☐ HOURS

14. How many weeks have you been (were you) on that job? .... ☐☐ WEEKS

15. How much per hour do (did) you earn at that job? .... $ ☐☐.☐☐ PER HR.
DOLLARS CENTS

16. Is (Was) this a temporary CETA job? .... ☐ Yes ☐ No

17. Is (Was) that the only job you've had in the last three months? .... ☐ Yes ☐ No

(If yes skip to question 21)

18. How many jobs (full-time and part-time) have you had in the last three months? .... JOBS

19. Why did you leave your last job?

☐ I quit. ☐ I was laid off. ☐ I was fired.

19 a. What was the main reason for that? (Probe.) ____________________

____

____

20. What was your starting hourly salary on your first full-time job in the last three months? .... $ ☐☐.☐☐ PER HR.

21. When did you get that full-time job? .... ☐☐ ■ ☐☐ ■ ☐☐
MONTH DAY YEAR

22. Which one of the following sources was most helpful in getting you that full-time job? (Check only **one**.)

1 ☐ School counselor
2 ☐ Friends or people in neighborhood
3 ☐ Newspaper
4 ☐ Government (public) employment agency
5 ☐ Non-government (private) employment agency
6 ☐ Family
7 ☐ Help wanted sign
8 ☐ Church or community leaders (e.g., teachers, ministers, and so on)
9 ☐ Other (specify): ____________________
0 ☐ None of the above: I got it on my own.

23. In how many places did you actually fill out an application before you got that full-time job? .... ☐☐ PLACES

24. In how many places did you actually get to have an interview before you got that full-time job? ☐☐ PLA

25. Have you gotten a raise on your present (or last) full-time job ? .... ☐ Yes ☐ No

25a. If yes: Number of raises .... ☐

26. Did you get a promotion on that full-time job? .... ☐ Yes ☐ No

27. How well have you done on the job during the last three months?

☐ Much better than I thought I would do ☐ Worse than I expected to do ☐ About what I expected I would do

I would like to find out how you feel about your most recent full-time job.

28. What are your feelings about the kind of work you do (did)?

☐ It's great; I like it a lot. ☐ It's okay. ☐ Don't like the work at all.

29. How's your pay for the kind of work you do (did)?

☐ Good pay for the kind of job I have (had) ☐ Just about what it should be for the job ☐ A lot less than the job is (was) worth

30. If you have your way, would you want to work for this place five years from now?

☐ Definitely not. ☐ I'm not sure. ☐ Yes, I'm sure I would.

31. If you knew then what you know now about this job—would you have taken the job?

☐ No—not if I knew what I know now. ☐ I'm not too sure. ☐ Yes, I would take the job there again.

32. When you finish a day's work, do (did) you feel like you did something worthwhile?

☐ I almost never feel (felt) that way. ☐ Sometimes I feel (felt) that way. ☐ I almost always feel (felt) that way.

33. Have you received any unemployment compensation payments during the last three months?.................. ☐ Yes ☐ No

33a. If yes, how much per week have you received?..$ ☐☐☐ PER WK

34. Have you done any part-time work for less than 30 hours per week during the last three months? ☐ Yes ☐ No

[If no, go on to question 35]

34a. If yes, what kind of work did you do on your last job? ☐

(Describe type of job.)____________________________________

34b. How much per hour did you earn at that job? ....$ ☐☐☐☐☐ PER HR

Here are some questions about educational or training activities you might presently be involved with.

35. Are you now going to school or involved in any other training activity? .... ☐ Yes ☐ No

(If no, skip to question 38.)

36. Is your education or training program full- or part-time?

☐ Full-time ☐ Part-time

37. Which describes your education or training program? (Check **all** those that apply.)

1 ☐ A CETA training program
2 ☐ Regular high school
3 ☐ Business/vocational, technical/trade high school
4 ☐ High school equivalency program (GED)
5 ☐ College
6 ☐ Business/vocational technical postsecondary (not high school)
7 ☐ Union apprenticeship program
8 ☐ Other (specify): ______________________________

I would like to ask you a few questions about your plans for the future.

[**Interviewer note:** For those respondents who are **employed**, continue with question 38.
For those respondents who are **unemployed**, skip to question 41.]

FOR THOSE PRESENTLY EMPLOYED:

38. What's the highest pay you expect to get on the job you have now? .... $ ☐☐☐☐☐ PER HR

39. What plans do you have for the next six months? (Check **all** those appropriate.)

1 ☐ Keep working at job/no particular plans
2 ☐ Look for a better job
3 ☐ Go into a training program
4 ☐ Go to school full-time
5 ☐ Join the armed forces
6 ☐ Other (specify): ______________________________

40. What kind of a full-time job would you look for if you were to leave this one?

Write in job choice: ______________________________

(Skip to question 43.)

PLEASE CONTINUE ON NEXT PAGE...

FOR THOSE PRESENTLY UNEMPLOYED:

41. What plans do you have for the next six months? (Check **all** those appropriate.)

1 ☐ Look for a job
2 ☐ Go into another training program
3 ☐ Go to school full-time
4 ☐ Join the armed forces
5 ☐ Other ______________________
6 ☐ Nothing special (Probe: How do you spend your day?) ______________________

---

42. What kind of a full-time job would you look for if you were now looking for a job?
Write in job choice: ______________________ ☐

43. What is the least hourly pay you would take for that job? .... $ ☐☐.☐☐ PER HR.

44. How much do you know about what it takes to do that job?

☐ I know a lot about that kind of job. ☐ I know a few things about what the job takes. ☐ I don't really know much about it.

45. What do you think is the highest hourly pay you could earn for the job? .... $ ☐☐.☐☐ PER HR

46. Within the last three months, has there been a change in the way you get along with your family?

☐ I have no family. (Skip to question 49.)
☐ I get along better with them than I used to. ☐ I get along worse with them than I used to. ☐ I get along with them the same way I always did.

47. How does your family feel about how you've been doing over the last three months?

☐ They think I'm doing great. ☐ They think I'm getting by okay. ☐ They think I'm doing poorly.

48. Out of what you earn a week, about how much do you give to your family? ....$ ☐☐☐ PER WK.

49. How often do you save money from your pay? (Check only **one**.)

☐ I don't earn any money.
☐ I save something each week. ☐ Sometimes I save, sometimes I don't. ☐ I never save any of my pay.

50. Do you buy things on credit?

☐ No, I don't use credit. ☐ I buy some things on credit. ☐ I buy most everything on credit.

51. During the last three months, have you gone to a public Employment Service Office (e.g., State or government employment service?) ..... ☐ Yes ☐ No

51a. If yes, how many times (number of visits)? .... ☐☐

52. Which of these people or agencies have been giving you a hard time lately?

(Check as **many as apply**.)

1 ☐ Supervisor at work
2 ☐ People you work with
3 ☐ Social worker (Welfare)
4 ☐ Employment agencies
5 ☐ School Counselor
6 ☐ The police or the courts
7 ☐ Neighbors
8 ☐ Lawyers
9 ☐ Credit collection outfits
10 ☐ Storekeepers
11 ☐ Somebody in your family
12 ☐ A hospital, or people who work in a hospital (like the doctors; the clerks)
13 ☐ Friends
14 ☐ Others (specify): ______________________

53. Within the last three months, have you gotten in any trouble with the police; been arrested, charged or booked? (Do not include status offenses, such as parking tickets or runaway.)

☐ No
☐ Just once ☐ A couple of times ☐ More than a couple of times

54. How important is it to you to keep out of trouble with the police and the law?

☐ Real important; I go out of my way to avoid trouble.
☐ I usually try to steer clear unless I'm pushed real hard.
☐ Not too important; if I get in trouble I don't care too much.

55. We appreciate the help that you've given us. We would like to keep up with how you're doing. We will want to talk with you again in the next few months. At that time we'll pay you $10.00 for your help. Please give us the names and addresses of two people who will know where to reach you during the next few months.

Name ______________________
Address ______________________
____
Phone ______________________
Relationship ______________________

Name ______________________
Address ______________________
____
Phone ______________________
Relationship ______________________

Interviewer Note: Ask this question only of respondents who answered question 10.

56. We want to ask your present (or former) employer how you are (were) doing on your full-time job. Can we ask these questions? (Show questions for Employer's Rating Form and STRESS CONFIDENTIALITY).

☐ Yes ☐ No

If yes, obtain job supervisor's name: ____________________

57. **Additional Comments by Youth:**

ETS I.D. NO. ☐☐▨☐☐▨☐☐☐☐☐☐

Employer's Rating Form

DATE ____________________

We're doing a study of young people formerly enrolled in a government sponsored Youth Program. We would appreciate your giving a brief assessment of one of your employees (or former employees) who was enrolled in one such program.

The individual we are interested in is ____________________.

We have his (her) permission to ask you for this information.

Your responses are **completely confidential.**

ASSESSMENT OF YOUTH ALTERNATIVE PROJECT

1. Do you feel that this employee puts in a decent day's work?
   ☐ Yes, definitely ☐ Generally; not always ☐ Definitely not

2. Does this employee get along with the other workers on the job?
   ☐ Yes, definitely ☐ Generally; not always ☐ Definitely not

3. Would you promote this employee?
   ☐ Yes, definitely ☐ Maybe; not certain ☐ Definitely not

4. Would you hire this employee again?
   ☐ Yes, definitely ☐ Maybe; with a few reservations ☐ Definitely not

5. Compared to other young people who work here, how would you rank this employee?
   ☐ Clearly better than most ☐ About the same as most ☐ Clearly worse than most

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PROJECT AND PROCESS
INFORMATION
QUESTIONNAIRE

1. Demonstration Project Descriptors

Project Title: ______________________________

____

Name and Type of Project Operator

Name: ______________________________

Type:

- ☐ CETA Prime Sponsor Staff
- ☐ Other Local Government Agency or Unit
- ☐ Secondary Public School
- ☐ Post-Secondary School or Other Educational Institution
- ☐ Private "For-Profit" Training Organization
- ☐ Private Nonprofit Community-Based Organization Offering Predominantly Employment and Training Services
- ☐ Private Nonprofit Community-Based Organization Offering Wide Range of Services (e.g., health, housing, child care, senior citizens activities, etc.)
- ☐ State agency
- ☐ Federal agency
- ☐ Other

Project Location: ______________________________

____

____

Initial Funding Date: ______________________________

Termination Date of Present Funding: ______________________________

Termination Date of Project: ______________________________

Type of Project

In-School __________

In-School & Summer __________

Summer __________

Out-of-School __________

Mixed in School __________

Out of School __________

Date Questionnaire Completed __________

Title Person Completing Questionnaire __________

Number of Planned Participants at Peak Point ____________

Number of Planned Participants Currently ______________

Planned Enrollment Period for Typical Completer: No. Weeks ______________________

No. Hours Per Week ______________

Site Characteristics

The geographical area (1 mile radius) surrounding the project location or target area may best be described as:

Central City Poverty Area ______

Central City Nonpoverty Area ______

Suburban Poverty Area ______

Suburban Nonpoverty Area ______

Rural Poverty Area ______

Rural Nonpoverty Area ______

The economy of the surrounding labor market (approximately 1 hour commute by automobile or public transportation) may best be classified according to its aggregate unemployment rate as follows:

Excessive Unemployment 10 % or above ____

High Unemployment 7 % - 10% _____

Moderate Unemployment 5 % - 7% _____

Low Unemployment Below 5% _____

Project Cycles

List dates cohorts of your project begin and ended

Group	Number of Youth	Start Date	End Date
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

2. Project Services Profile

Program Activities/ Services	(1) Check mark the activities/services provided directly by your project	(2) Check mark the activities/services provided to participants in your project through arrangements with other agencies	(3) What percentage of total nonclerical staff time is spent in providing each check marked activity/service in column 1 (percentages must add to 100%)	(4) What percentage of participants receive services or participates in activities check marked in either column 1 or 2	(5) What percentage of time does a typical program completer spend in each checked marked activity/service in column 1 (Percentage must add to 100%)
1. Outreach/Recruitment of Youth					X
2. Eligibility Certification					X
3. Testing/assessment and employability plan development					
4. Counseling for career or personal problems					
5. Other preemployment services including world-of-work or basic skills training, job application and search assistance					
6. Vocational exploration in classroom or in worksite visits, job rotation in training capacity in multiple worksites					
7. Classroom training in vocational skills					
8. Remedial education, GED, ESL					
9. On-the-job training					
10. Work experience					
11. Support services (transportation, medical, child care, etc.)					
12. Placement and job development					
13. Other In-Program activities					
14. Post-program assistance (e.g., coaching, counseling and follow-up					X

Which of the following do you think are most critical in achieving a successful outcome with youth in your program? (Rank them in order from most important to least important, 1-7.)

RANK		EMPHASIS Little 1	 2	 3	 4	 High 5
______	Personal and character development (motivation, self-image, self-concept, interpersonal skills, appropriate social behavior, etc.).					
______	Information about jobs and employers (world-of-work orientation, occupational and labor market information, learning to search for a job/complete employment application and interview, etc.).					
______	Work habits and attitudes (acceptance of supervision/authority, interpersonal relationships in work settings, promptness in reporting to and performing job, etc.).					
______	Training for specific job skills (OJT, classroom training, job internships, etc.).					
______	Basic educational skills (remedial education, GED, cognitive skills, etc.).					
______	Brokering placement (connecting youth with placement opportunity - identifying opportunities whether at employers, schools or military, arranging interviews for these opportunities, getting youth to the placement setting, etc.).					
______	Followup support services after leaving program (job coaching/counseling - continued contact with youth and/or employer, school personnel, etc.).					

3. Linkages

Please describe as best possible the importance to the various dimensions of the project of linkages and coordinative arrangements involved in this project. This should include informal working relationships formal written agreements as well as contractual relationship.

	Design and Planning				Administration				Recruiting/ Outreach				Service Delivery				Placement and Followup			
	Important	Helpful	Minor Importance	None	Important	Helpful	Minor Importance	None	Important	Helpful	Minor Importance	None	Important	Helpful	Minor Importance	None	Important	Helpful	Minor Importance	None
CETA Prime Sponsor																				
CETA Private Industry Council																				
Other Local Government Agency or Unit																				
Other Federal Government Agency or Unit																				
Local Public School																				
Post-Secondary School																				
Private-for-Profit Training Institution																				
Local Nonprofit Community-Based Organization Offering Employment and Training Services																				
Local Private-Non-Profit Community Based Organization Offering Wide Range of Services (e.g., health, housing, child care, senior citizen Activities and the like																				
National Community Based Organizations																				
Local Organized Labor																				
Private Employers																				
State Agencies or Organizations																				

Please describe as best possible the types of linkage and coordinative arrangements which have at least minor importance to the project. Exclude linkages judged no importance in the previous table.

	Design and Planning					Administration					Recruiting/ Outreach					Service Delivery					Placement and Followup				
	Financial-Purchase of Services by Project	Financial-Contribution or Payment to Project	In-Kind Contribution to Project	Formal Nonfinancial Agreement	Cooperative Working Relationship	Financial-Purchase of Services by Project	Financial-Contribution or Payment to Project	In-Kind Contribution to Project	Formal Nonfinancial Agreement	Cooperative Working Relationship	Financial-Purchase of Services by Project	Financial-Contribution or Payment to Project	In-Kind Contribution to Project	Formal Nonfinancial Agreement	Cooperative Working Relationship	Financial-Purchase of Services by Project	Financial-Contribution or Payment to Project	In-Kind Contribution to Project	Formal Nonfinancial Agreement	Cooperative Working Relationship	Financial-Purchase of Services by Project	Financial-Contribution	In-Kind Contribution to Project	Formal Nonfinancial Agreement	Cooperative Working Relationship
CETA Prime Sponsor																									
CETA Private Industry Council																									
Other Local Government Agency or Unit																									
Other Federal Government Agency or Unit																									
Local Public School																									
Post-Secondary School																									
Private-for-Profit Training Institution																									
Local Nonprofit Community-Based Organization Offering Employment and Training Services																									
Local Nonprofit Community-Based Organization Offering Wide Range of Services (e.g., health, housing, child care, senior citizen activities and the like)																									
National Community Based Organizations																									
Local Organized Labor																									
Private Employers																									
State Agencies or Organizations																									

4. Staff Profile

	Full-Time Professional Staff (Nonclerical Staff Who Work 30 or More Hours Per Week)	Part-Time Professional Staff (Nonclerical Staff Who Work Less Than 30 Hours Per Week)
Total Current Project Staff (Paid)	No. Funded Positions Filled ______ No. Positions Vacant ______	No. Funded Positions Filled ______ No. Positions Vacant ______
Characteristics of Paid Staff	(Percentages Are Related to Staff in Positions Filled)	(Percentages Are Related to Staff in Positions Filled)
SEX		
Male	______ %	______ %
Female	______ %	______ %
AGE		
Under 25-35	______ %	______ %
36 – 45	______ %	______ %
Over 45	______ %	______ %
RACE		
White	______ %	______ %
Non-White	______ %	______ %
Hispanic	______ %	______ %
EDUCATION		
B.A. or B.S. Degree or more	______ %	______ %
M.A., M.S. or Ph.D. Degree	______ %	______ %
EXPERIENCE		
Attended Similar Program as an Enrollee	______ %	______ %
Worked as Staff in Another Program Which Served Youth Similar to Those in This Program	______ %	______ %
Experience in Youth Programs		
Less than 1 year	______ %	______ %
1-2 Years	______ %	______ %
3-4 Years	______ %	______ %
5 or More Years	______ %	______ %

Employed by the Program Operator for		
Less Than 1 Year	%	%
1-2 Years	%	%
3-4 Years	%	%
5 or More Years	%	%
Salary		
Less Than $7,500	%	%
$7,500-$10,000	%	%
$10,000-$12,500	%	%
$12,500-$15,000	%	%
$15,000-$17,500	%	%
$17,500-$20,000	%	%
$20,000-$25,000	%	%
$25,000 Plus	%	%
Activities		
Spend Less Than 25% of Their Current Work Week Directly Providing Services to Youth	%	%
- Spend between 25 to 50%	%	%
- Spend between 50 to 75%	%	%
- Spend more than 75%	%	%
Volunteer Assistance		
Volunteers assisting staff or participants	%	%
Hours Per Week Averaged by Volunteers	%	%

5. Project Start-up and Stability

Start-up Time

Number of weeks between signing of contract for the local project and first enrollment of participants ________

Number of weeks between signing of contract and filling at least 75 percent of budgeted program slots for youth ________

Number of weeks of operation since reaching point where at least 75 percent of slots were filled ________

Organization Experience

	Experience of organization operating this project with employment and training programs exclusively for economically disadvantaged youth 14-21 years old	Experience of organization operating project with employment and training programs	Experience as recipient of government (State, local or Federal) funds
Less than 1 year			
1-2 years			
3-4 years			
5 or more years			

Project Background

This project represents

☐ Continuation of similar project funded under other sources

☐ Significant modification of services under previous youth project

☐ Change in target group of previous youth project

☐ New activity and youth target group for program operator

☐ Modification of program previously serving adults; increased emphasis on youth

Modification

During the first year of operation, to what extent was the project modified either in terms of emphasis or types of services delivered?

Was not modified ______
Was slightly modified ______
Was significantly modified ______

To what extent are changes still being made in program design and operation?

No change being made ______
slight changes being made ______
Moderate changes being made ______
Significant changes being made ______

The program as currently operating is

project already completed ______
unlikely to undergo any modification in the immediate future ______
likely to undergo slight modifications ______
constantly undergoing moderate changes ______
constantly undergoing major changes ______

What were reasons for modifications

No modifications ______
Funding change ______
Staff change ______
Performance problems ______
External Factors ______
Other ______

What kind of modifications occurred

No modifications ______
Programmatic ______
Administrative ______
Other ______

Continuity

How many project directors have there been since the first enrollment

1 ______
2 ______
3 ______
4 or more ______

	On-Board Now	At Peak Staffing	Cumulative Employed Since Project Inception	Number Individuals who Have Worked With Project Since First Enrollment
Number full-time professional staff (nonclerical work 30 or more hours per week)				
Number part-time professional staff (nonclerical staff who work less than 30 hours)				

Enrollment Patterns	Monthly Average Number Participants On-Board	New Enrollees During Month	Terminations During Month
1978 January			
February			
March			
April			
May			
June			
July			
August			
Sept.			
October			
November			
December			
1979 January			
February			
March			
April			
May			
June			
July			
August			
September			
October			
November			
December			
1980 January			
February			
March			
April			
May			
June			
July			
August			
September			
October			
November			
December			

6. Cost Analysis

- Total Expenditures to Date
  - CETA Youth project budget ______
  - CETA Title II D or VI Public Service Employment workers involved in project ______
  - Other funds used in project ______

  Estimated Value of In-Kind Contributions to Date From Any Source ______

- Expenditures During Last Calendar Year
  - CETA Youth project budget ______
  - Other CETA Title II D or VI Public Service Employment ______
  - Other funds used in project ______

  Estimated Value of In-Kind Contributions During Last Year ______

- Expenditures Per Month At Fall Operating Level
  - CETA Youth project budget ______
  - Other CETA Title II D or VI Public Service Employment ______
  - Other funds used in project ______

  Estimated Value of In-Kind Contribution Per Month at Full Operating Level ______

- Estimated Cost Breakdowns During Month of Full Operations
  - Administrative and clerical staff required for operation of program ______
  - Administrative and clerical staff required to handle research and special reports which are part of demonstration ______
  - Direct services delivery staff ______
  - Materials, supplies and equipment ______
  - Income support for participants ______
  - Other ______

- Estimated Cost Breakdowns Since Start of Project
  - Administrative and clerical staff required for operation of program ______
  - Administrative and clerical staff required to handle research and special reports which are part of demonstration ______
  - Direct services delivery staff ______
  - Materials, supplies and equipment ______
  - Income support for participants ______
  - Other ______

Appendix 2
Youth Demonstration Projects Utilizing the SAS through March 1980

More detailed information on the projects listed in this appendix is available in The Knowledge Agenda and Knowledge Development Activities, Fiscal 1978-1979.

Appendix 2

DEMONSTRATION PROJECTS UTILIZING STANDARDIZED ASSESSMENT SYSTEM THROUGH MARCH 1980

SAS CODE NUMBER	# PROJECT SITES	NAME OF PROJECT*	ESTIMATED YOUTH SERVED BY PROJECT	SAS RESEARCH AGENT
In-School				
I-1	31	Youth Career Development for School-to-Work Transition Demonstration Project (YCD)	3400	Educational Testing Service (ETS)
I-2	2	Health Opportunities/Positive Entry Demonstration Project (HOPS)	120	ETS
I-3	3	Youth Career Development for School-to-Work Transition Demonstration Project (Puerto Rican Forum)	300	ETS
I-4	5	PUSH/EXCEL School-to-Work Transition Demonstration Project	250	ETS
I-5	1	New Youth Initiatives in Apprenticeship Demonstration Project (BAT-Rockford)	150	ETS
I-6	1	New Youth Initiatives in Apprenticeship Demonstration Project (BAT-Des Moines)	150	ETS
I-7	1	New Youth Initiatives in Apprenticeship Demonstration Project (BAT-RI)	150	ETS
I-8	1	Junior Achievement Adaptation Demonstration Project	60	ETS
I-9	8	Jobs for Delaware Graduates Demonstration Project (Delaware)	1497	ETS-JDG
I-10	55	Exemplary In-School Youth Program Demonstration Project (XEMP)	9200	Youthwork

SAS CODE NUMBER	# PROJECT SITES	NAME OF PROJECT*	YOUTH SERVED BY PROJECT	SAS RESEARCH AGENT	ESTIMATED ENROLLMENT
Out-of-School					
0-1	3	Service Mix Alternatives Demonstration Project (SMAD)	324	ETS	
0-2	1	Corporate Career Demonstration Project	113	ETS	
0-3	5	Public vs. Private Sector Jobs Demonstration Project	1520	St. Louis Univ.	
0-4	1	GIANT STEP Youth Development Demonstration Project	124	ETS	
0-5	1	Job Factory Job Search Assistance Demonstration Project (Brandeis Univ.)	600	Brandeis Univ.	
0-6	1	The Workshop Job Search Assistance Demonstration Project (Brandeis Univ.)	750	Brandeis Univ.	
0-7	13	Rural Youth and Housing Partnership Demonstration Project	600	ETS	
0-8	5	Career Advancement Voucher Development Project	500	Clark, Phipps, & Harris	
0-9	1	Low-Head Dam Youth Employment Demonstration Project (DAM)	60	Michigan State Univ.	
0-10	21	Private Sector Initiatives Demonstration Project (PSI)	1000	CPPV	
0-11	1	Alternative Program Strategies for High Risk Youth Demonstration Project (VERA)	1350	VERA	
0-12	2	Green Thumb Youth Demonstration Project	300	ETS	
0-13	5	Youth Enterprises Demonstration Project (CYE)	350	ETS	

SAS CODE NUMBER	# PROJECT SITES	NAME OF PROJECT*	YOUTH SERVED BY PROJECT	SAS RESEARCH AGENT	ESTIMATED ENROLLMENT
0-14	8	Ventures in Community Improvement Demonstration Project (VICI)	1235	CPPV	
Summer					
S-1	7	Summer Career Exploration Demonstration Project (Separate Projects at OIC, RTP, and HRDI)	1872	OIC	
S-2	4	Summer Career Exploration Demonstration Project (RTP)	519	RTP	
S-3	9	Summer Career Exploration Demonstration Project (SER)	1070	ETS	
S-4	8	Summer Science Student Demonstration Project (Federal Energy)	90	Oak Ridge Univ.	
S-5	1	Theatrical Alcohol Awareness Summer Demonstration Project	26	Mt. Multnoma-Wash. - CETA	
S-6	8	Impact Evaluation of Summer Youth Employment Program (ALNA)	1000	A.L. Nellum Assoc.	
S-7	20	Upward Bound/CETA Summer Demonstration Project (Marquette)	797	Marquette Univ.	
S-8	5	Vocational Education/CETA Summer Demonstration Project	400	PA Dept. of Ed.	
S-9	7	Summer Career Exploration Demonstration Project (HRDI)	300	Ruttenberg, Friedman Killigan Grotchess & Assoc Greenleigh Assoc.	

SAS CODE NUMBER	# PROJECT SITES	NAME OF PROJECT*	YOUTH SERVED BY PROJECT	SAS RESEARCH AGENT	ESTIMATED ENROLLMENT
S-10	3	Summer Career Exploration Demonstration Project (National Urban League)	226	ETS	
S-11	3	Summer Camp Vocational Exploration Demonstration Project (NFL-PA)	2134	ETS	
S-12	3	American Camping Association	135	Hawkins & Assoc.	
Mixed					
M-1	16	Vocational Exploration Demonstration Project (St. Louis NAB VEP)	3200	St. Louis Univ.	
M-2	7	Syracuse Assessment Demonstration Project	354	City of Syracuse	
M-3	1	Assembly Youth Employment Demonstration Project (Nat. Assoc. For Southern Poor)	32	ETS	
M-4	5	Mixed Income Demonstration Project	700	Mark Battle Assoc.	
M-5	7	Volunteer Assistance Demonstration Project (IBS)	165	IBS	

*Descriptive information on these projects are available in The Knowledge Development Agenda and Knowledge Development Activities, Fiscal 1978-1979 published by the Office of Youth Programs.